THE SHAKERITE

Assault on campus hastens transition for

THE (NEW) RULES

ANDREW BOYLE//THE SHAKERITE

EXTRA ANGST

The Common App website's epic fail left seniors and Guidance Department Chairwoman Eileen Blattner wondering when anyone would be able to apply to college.

CAMPUS AND CITY, PAGE 3

CAREFUL! THIS ISSUE'S HEAVY.

Welcome to the all-new, quarterly Shakerite! We've been reporting, writing, editing and designing these 24 pages since school began in August. Look inside and you'll find deeper coverage, bigger photos and cooler graphics. But don't worry. We still have the 'Rite Idea (page 10) and your beloved Heard in the Halls (page 24). And don't forget -- for breaking news and daily updates, visit www.shakerite.com and follow us @The_Shakerite.

Why We Lack School Spirit

Early in every Shaker student's life, we learn about our district's diversity.

Students, parents, teachers and administrators cherish diversity — so much so that almost every photo on our district's home page features students of at least two different races, usually black and white. It's our thing. At some point, though, that unblemished image of diversity deteriorates.

Woodbury students enter different academic tracks based on proficiency. Naturally, students form social groups within their classes. In middle school, students self-segregate at lunch. Certain classes are divided by academic difficulty, and the achievement gap widens. In high school, the cafeteria remains mostly segregated. Additionally, the achievement gap peaks, when rigor in courses — AP classes and CP classes — becomes more unequal than ever before.

Instead of true diversity, we have separate populations focused more on differences than similarities. White students and black students. AP students and IB students. Struggling students and gifted students. "Popular" students and "unpopular" students. And within each population are subdivisions, each with its own characteristics.

Shane McKeon
Print Editor in Chief

In many situations — most notably SGORR, marching band, art and theater classes — there are strong, friendly relationships between students of different backgrounds. But any look around the cafeteria — or in AP and CP classes — will show that nearly all students associate with homogenous groups, often determined by race or academics.

Students at other high schools often have more in common — race, family income, academic level, etc. — than not. Here, some students live in seven-figure houses; meanwhile, one in three Shaker students lives in poverty. Some students are accepted to Ivy League schools; meanwhile, in 2011, one in five freshmen were held back for failing one or more classes.

Editor's Note

With that gap, it's hard to unify the student body around any commonalities. Thus, students affiliate more with their homogeneous populations than with Shaker as a whole.

Then a vicious cycle begins: few students have school spirit, so spirit becomes uncool. Since it's uncool, fewer students will have spirit, thereby making it less cool, and so on.

We also have a behavior problem. Misbehaved students (Hutch would call them "weeds") ruin traditions for the well-behaved majority (or "flowers").

A few telling examples: hazing, fighting and egg throwing ended pep rallies; hostile bickering and petty fighting ended Homecoming and Prom court and public intoxication ended 9 p.m. hockey games. When home hockey games were rescheduled to 6:45 p.m., seniors stopped attending. At one home game that year, there were seven seniors in attendance. Bad behavior hurts spirit.

Often, it seems our only school spirit isn't pro-Shaker, but anti-other schools. Waving white trash bags or wearing flannel for Mentor games; chanting "Don't drop the soap!" at St. Edwards and, everybody's favorite, celebrating prep day before University School games. It's ironic for Shaker — our favorite traditions involve stereotyping entire groups of people. The traditions are relatively harmless. However, they show something: to an extent, we are not often united as a school — more often, we are united against another school.

Student leadership needs to unite the student body, and that leadership is not limited to Student Council, which should not be the sole manufacturer and organizer of school spirit. Student leaders — MAC Scholars, SGORR leaders, sports captains and more — have a responsibility to foster school spirit as best they can within their groups.

Reintroducing pep rallies — because that's what they are, not "spirit programs" — is a promising start. These events foster pro-Shaker pride instead of galvanizing anti-opponent sentiment.

For school spirit to flourish, polar populations — black and white, IB and AP, gifted and struggling — must coalesce into one unified Shaker community. We must focus on similarities, not differences. Our diversity is only as good as our unity.

'RITE AWAY

ON THE WEB

"In the airport, we ran to each other and were screaming and hugging. Eliza's family makes me feel as if I am their daughter. They are like a second family to me in America!"

Read Spotlight Editor Bridget Cook's story about the Shaker-Goslar exchange program.

FULL STORY AT SHAKERITE.COM

INSIDE THIS ISSUE

Print Editor-in-Chief Shane McKeon spoke to some of Shaker's conservative students about their experience living in this widely liberal community.

FULL STORY ON PAGES 18 AND 19

Teaching Without Political Bias

Prior to teaching at Shaker, I taught in a variety of educational settings including for the Close-Up Foundation in Washington, DC. As a non-partisan organization, I was required to present all sides of an issue and to not make any personal statements that reflected my political beliefs.

Guest 'Rite

When I was hired to teach at Shaker I personally chose to continue on the same path and to not share my political views in class. However this can be challenging, as the class is about government and politics. The content naturally includes polarizing content.

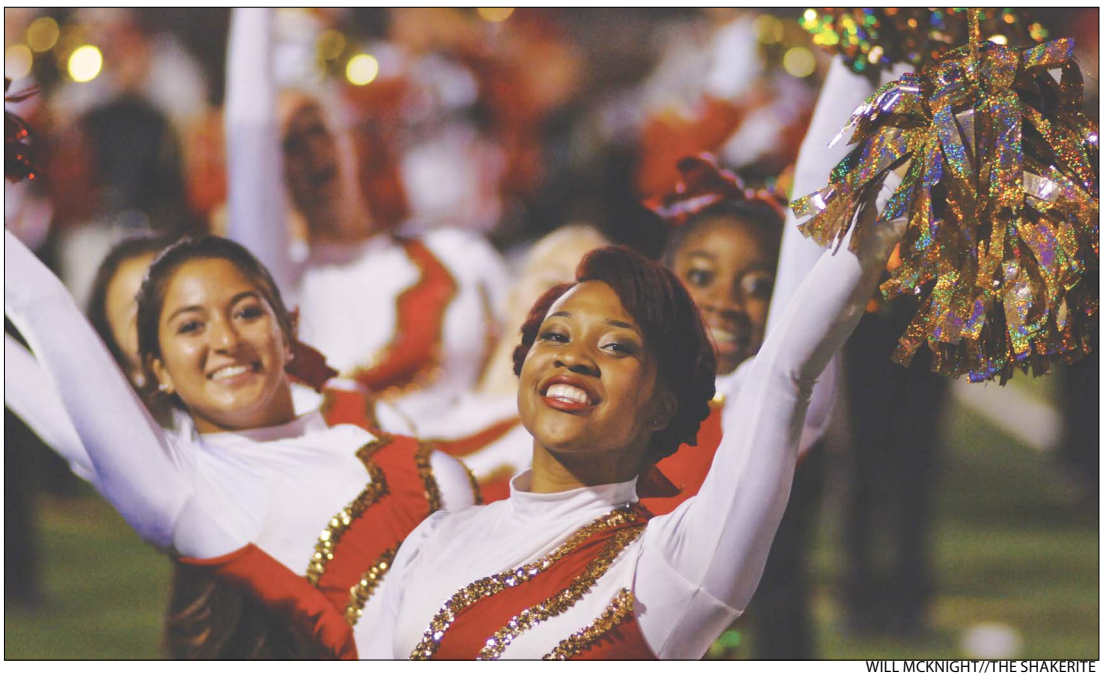
The students in American Government complete a series of political quizzes and they plot their results on charts. I always reserve the right for students to decide whether or not they want to plot their name and results on the charts.

I have noticed over the past few years that there are more students on the conservative side of the spectrum. After discussing the observations with a number of students, I believe the political leanings of the students have not really changed that much, but rather students are more comfortable expressing their minority viewpoint.

Students have shared that the possibility of having to debate not only their classmates, but also their teacher, in front of the class can be intimidating.

Excluding my political beliefs when teaching does not hinder my ability to cover the course content, or even foster critical thinking, but it may help a student feel inclusive in an educational setting.

Kimberly Owens teaches AP Government at Shaker.



WILL MCKNIGHT//THE SHAKERITE

The Raiderettes perform during halftime at a Friday night football game against Elyria Oct. 18. The Raiders lost to the Pioneers 14-8 with senior Trey Johnson scoring the Raiders' only touchdown.

Malfunctions Plague Common Application

Continuing glitches with the website frustrate students and counselors

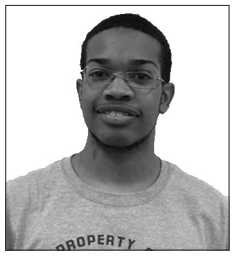
JULIA SCHARFSTEIN AND CLARA MEDALIE
WEB EDITOR IN CHIEF AND SPOTLIGHT EDITOR

Early decision/action deadlines loom for hundreds of thousands of students around the country. But what are students to do when their application is glitchy?

The Common Application, the college application that more than 500 schools use, has recently malfunctioned, distressing parents, students, guidance counselors and admissions officers alike. The New York Times reported Oct. 13 that students were experiencing difficulties when accessing previews of the application and the writing supplement, and when they did appear, spacing was incorrect between words and paragraphs. Other students experienced difficulty in the credit card payment process, resulting in confusion about whether payments had actually gone through.

Olivia Frierson

There are also initial problems with linking the common app to a student's Naviance account. This problem persists for senior Keith Hubbard, who is applying early action to several schools. "It said my name was misspelled even though it was correct. [The linking] is still being fixed right now. I don't not know what I'll do if my account is unable to link before the deadline," Hubbard said.



Keith Hubbard

Guidance Department Chairwoman Eileen Blattner explained that the guidance office is also experiencing difficulties. She said that there has been a lot of trouble with matching teacher recommendations to students' applications and as a result, the recommendations could not be sent until Oct. 11, when the problem was finally fixed. She also said that an online form for early decision applicants will not be ready until Oct. 18, one reason why some schools have extended their deadlines to Oct. 21, including the University of North Carolina and the Georgia Institute of Technology.

Senior Olivia Frierson, whose Oct. 15 deadline was extended, expressed her frustration with the Common Application's difficulties. "I was already ready to apply last night and now, this just extends the stress and creates the fear of not being sure if my application will get sent," she said. Frierson initially experienced trouble logging in to her account, but when she finally did, she encountered further problems. "Any time I hit submit, it wouldn't load, and the page would freeze. I kept having to start over, so eventually, I gave up because it was taking too long."

ANDREW BOYLE//THE SHAKERITE

Guidance Counselor Eileen Blattner experienced problems uploading student recommendation letters to Naviance. The problem was fixed Oct. 11, just days before many Early Action deadlines.

JULIA SCHARFSTEIN//THE SHAKERITE

When users attempt to preview their applications before submission, this loading message pops up, then dissapears, leaving a blank page with no preview in sight.

"I don't know what I'll do if my account is unable to link before the deadline"

KEITH HUBBARD

Frierson was eventually able to submit her application Oct. 15, despite the changed submission date.

These malfunctions have also caused stress for Shaker's guidance counselors. "What is worrying me is that when I go to send stuff, it will take so long to go through and the system will crash," Blattner said. In an attempt to avoid this, the counselors plan on sending applications as soon as they are ready, rather than near the deadline.

The Common Application's Twitter account, @commonapp, has been reporting updates on the problems as they arise. The first tweet reporting significant problems was posted Oct. 3 and stated, "An important update from the Support Team regarding longer than usual response times" with a link to an article on the Common Application's website.

Tweets continued addressing other problems; an Oct. 14 tweet stated, "We are aware of the login issues users are experiencing. Taking steps to address the problem as quickly as possible." A similar post appeared on the Common Application's Facebook page with several hundred comments about problems students were experiencing. The panic in the comments was apparent, with exclamation marks, question marks and an abundance of words in capital letters. For example, one parent posted "My daughter still can't login - its been over 24 hours . . . PLEASE RESPOND AND LET US KNOW WHEN THIS WILL BE CORRECTED."

The Common Application continues to assure that the problems will be fixed as soon as possible, but the window is becoming smaller and smaller. A Shakerite inquiry to the Common Application team elicited a press statement acknowledging users' grievances. "None of these issues impacts all users, but each introduces a level of frustration for students, which adds anxiety to an already stressful process," the statement said.

For those students with Nov. 1 deadlines, the Common Application assures students that their applications will garner adequate reviewing time. "As we approach the busy deadline season, we are fully committed to ensuring complete and timely review of applications for all Common Application members, particularly those with November 1 deadlines," the statement said.

Blattner assured students that as long as "you are doing everything you need to do when it needs to be done, if your part won't go through or if my part won't go through, [colleges] will have to back up the deadlines."

"We're still going to have an open campus. We're just going to have locations where they [juniors and seniors] exit. . .there will be somebody or a device at each door."

GREGORY HUTCHINGS, JR.

Sticking to the Rules, Old and New

High school aims to improve student safety after alleged rape on campus

WILL MCKNIGHT//THE SHAKERITE

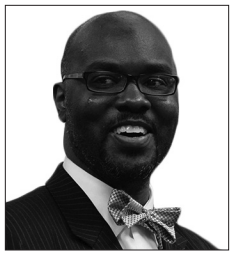
Security guard Linda Copeland stops a student from entering the Upper Cafeteria Oct. 7 at 3:20 p.m. Superintendent Gregory C. Hutchings said that the district and school are working on determining "vulnerable areas" that need more attention from security personnel.

JOHN VODREY CAMPUS AND CITY EDITOR

In a Sept. 12 email to district families and staff members two days after the alleged rape of a female student by a male student at the high school, Superintendent Gregory C. Hutchings Jr. wrote that senior staff had "initiated a thorough review of security procedures to determine how we can improve supervision in the building. Additional measures are being put into place, with more to come."

In an interview the next day, Hutchings said, "I don't know if we're going to change any of our former practices. I think we're going to add some additional measures. We want to keep some of the practices we've had in place. They were good practices, they've got us this far without having a major incident."

The first-year superintendent said initial additional measures include "having our security officers more visible in the hallways, making sure that areas that are vulnerable areas of our building, and what I mean by that, areas that are unsupervised, that we have locks on doors, and that it's not easily accessible by students during the school day," Hutchings said.



Gregory Hutchings Jr.

In a Sept. 19 email to faculty, Principal Michael Griffith said the high school was "in the process of reviewing all security procedures and use of personnel throughout the day, in order to improve safety."

Griffith wrote that the review process began when the district formed "a committee to hold an internal assessment of facility needs" in the spring.

In an email interview, district Director of Communications Peggy Caldwell said this committee was established as a "time-limited working group" by retired superintendent Mark Freeman after the Newtown, Conn. school shooting in Dec. 2012.

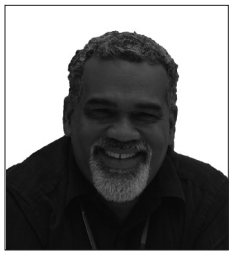
However, Griffith said in an interview that the Sept. 10 incident expedited the process. "There's no doubt that the incident creates greater urgency," he said. "There's no two ways about that, that any kind of incident that would occur would cause us to push the timetables faster on things."

Security Presence

Griffith wrote in his email that teachers "should immediately see increased visibility of security throughout the building." He said that the school hadn't hired any new security guards, but "restructured work schedules, balanced the lunch schedules of staff and redesigned the zones that security cover during school hours."

Griffith later said that the district had hired two new security guards to substitute in any school.

Griffith said the school is in the process of altering security guard "patterns of movement and where we want people to roam. We might have had certain people that were stationary, in a spot. So we looked at certain things like, 'Well, do we want to adjust things where somebody roams more and have fewer stationary spots, so their visibility is greater?'"



Michael Griffith

High School Safety and Security Coordinator Victor Ferrell said security guards should stay in their designated areas more than they have in the past. "We're trying to keep them checking off on each other. We get called off a lot. You know, a teacher says, 'I gotta go to the restroom, can you cover my classroom?' 'Can you take this kid here?' 'Can a kid go there?' So they get called off their zones a lot, which is not good, but is also helpful to the teacher.

"We're trying to keep someone in the hall all the time, which is not always easy, but we're trying to do that. We want to keep people visible out there more," Ferrell said.

Griffith said, "We've already had some staff members commenting on visibility because people are moving. There are technological tools that can help us with that, where you can track where movement has happened, things of that nature. We don't have all of that in play in the daytime yet, but we're looking at things like that."

Griffith said that the highest security presence during a typical school day consists of 14 staff members, including two off-duty police officers. Most nights there are three or four security staff members at the school, according to Griffith.

Griffith said that he is also re-evaluating the size of the areas that security guards monitor. "Did we have reasonable zones? In other words, was there too much for a person to cover, and are they moving so far away that their ability to really be visible in a space we're concerned about is diminished?"

"We're looking at things like that, that weren't horrible, but do limit how good we can be," Griffith said.

Hutchings said that in the wake of the Sept. 10 incident the district and school have consulted retired and current Shaker Heights police officers who work at the school. He said they have helped them determine that certain parts of the school "might be classified as vulnerable areas because there isn't a camera there or because there isn't a security officer standing at the end of the hallway."

Open Campus

Hutchings said district and high school administrators are also "looking at how students move throughout the building throughout the day. Today [Sept. 13] when I was over at the school, I saw a number of kids in the halls without passes. I see students who are supposedly in a free period and they're just wherever they want to be and throughout the building and they're unsupervised.

"I like the open campus, I guess, idea," Hutchings said. "I think that it's given students responsibility and it's allowing them to make some choices throughout the day about what they want to do with their time. What I think we need to do a better job of is having an accountability system in regard to this open campus."

He continued, "We're trying to figure out, 'OK, how are we going to hold students accountable, still give them the flexibility, still give them the open campus feel, but just a little bit more monitoring and accountability?'"

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Security guard Marla Smithson points a visitor toward the Main Office Oct. 10 at 3:25 p.m. Principal Michael Griffith said he would like to reduce student "wandering and loitering" during conference period.

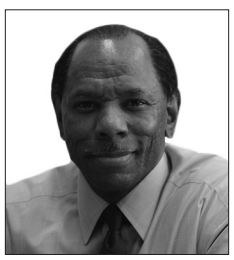
Security guard Anthony Watkins keeps watch over a side entrance to the high school Oct. 14 at 3:30 p.m. Principal Michael Griffith said that the school is trying to ensure that students who are disruptive during conference time do not re-enter the building once they leave.

In a second interview, in early October, Hutchings said, "We're still going to have an open campus, we're just going to have locations where they [juniors and seniors with free periods] exit. We're working on exactly what the accountability system will be, but we want to have a way to kind of document who leaves the building, just to keep on record so that if there ever is an emergency, we would know who's not in the building, what time they left the building, and that type of thing."

Currently upperclassmen are permitted to leave the building without signing out during free periods. Hutchings said that Griffith, Ferrell, Assistant Superintendent Marla Robinson, and district Security Supervisor Mike Gale are still discussing this policy shift.

Hypothetically, "there will be somebody or a device at each door that students are able to exit from during the day," Hutchings said.

Hutchings said that he doubts the open campus culture will change significantly. "We want kids to have freedom and that type of thing, but we need to have more accountability on who's in the building and who's not in the building."



Victor Ferrell

Hutchings said that students, teachers, and administrators have told him that students often leave school when they're supposed to be in class. He said that he hopes requiring signing out will "decrease the number of students that are leaving the building who shouldn't be leaving the building.

"I think this is a part of providing a safe learning environment while still allowing students to have some freedom with the open campus," he said.

"Students who are leaving the building may be ninth or tenth graders and we have no way of even knowing if they're gone," Hutchings said. "They never receive a consequence for skipping class. Now if we put a system in place, at least we would be able to discover who shouldn't be leaving."

Hutchings said that students could have to meet requirements for leaving school during free periods. "What we need to begin to have discussions on is 'who's able or who's capable of handling that responsibility?' I don't believe in punishing all for a small percentage of kids," he said.

Hutchings continued, "Some of the discussion is having conversations around the students who are not performing academically. Why should they leave the building? They need to be in school during school hours. I think it needs to be more of a privilege for students to leave."

Hutchings cited the current policy that students are to stay in supervised areas during lunch time and free periods when they opt to stay in the building as an example of a practice that is being poorly enforced.

"What I'm trying to get us to do is follow the things that we already have in place, not reinvent the wheel. And what I think that we've done is, we have a lot of policies in place that people just don't know about because we just don't follow them. Our practice is to not really review it or enforce it," Hutchings said.

He declined to comment on whether the suspect or victim were supposed to be in class at the time of the Sept. 10 incident.

In a Sept. 23 interview, Griffith said that he and Hutchings hadn't discussed curbing the movement of seniors during their free periods.

"I still expect us to be an open campus in the way that we've been that way. I think that that's not necessary to control that to that degree. A student has a choice. You [seniors] should be able to say, 'I need to talk to my counselor,' if I have that time. . .Personally I think that would be a huge loss of teaching a level of responsibility."

Ferrell agreed with Griffith. "Safety is definitely a major issue, but at the same time, so is learning and developing the person to be responsible. I think the way that it's laid out now is good, where ninth graders and tenth graders are not allowed to leave. The campus is not open for them," he said. "A senior who will be going on to college, they need to understand that they have that responsibility, that it's going to be that way in college, you're going to have to learn how to manage your time and get back on time.

What do parents think?
Find out at
shakerite.com

"I'm not necessarily one that believes in locking it down like a prison, and everyone has to be here, and no one can get out, because yeah, you can make it that kind of safe, but I think in that you also lose some of the liberties of learning. And part of learning is a little bit of feeling the world that we live in. There's always going to be some safety issues involved in that," Ferrell said.

Entering and Exiting

Griffith's faculty email also included new restrictions to the time that facility doors open in the morning.

Previously, all doors were open for teacher entrance at 5:30 a.m. Griffith wrote that only three doorways will be open before 6:30 a.m. for teachers, all three of which will require identification card swiping. "We don't need 20 some odd doors open at 5:30, I mean all of those doors were open at 5:30, including the stadium doors and everything. To me, that's just not reasonable," Griffith said during the interview.

At 6:30 a.m. the front entrance will be open for all with a security guard posted. At 7 a.m., Griffith wrote, the front hallway doors, Large Auditorium doors, and Aldersyde Road doors will be open "for free access."

At 8:15 a.m., all doors will be locked. Students will need to enter through the front entrance door while teachers will need to use their swipe cards as they would before 6:30 a.m. Griffith said that doors were previously locked at 9 a.m.

Griffith said that the school will consider security procedure changes for after school. "I think with the issue of the afternoon, we've got to work out a much stronger and better methodology from dismissal on. It's extremely challenging. There's just so many groups, and clubs, and people, and teams, and there's a program, and there's this, and that. We need some pretty serious reflection about how to keep us tighter than we

WILL MCKNIGHT//THE SHAKERITE

Security guard Mark Seymore monitors a second floor hallway Oct. 11 at 8:20 a.m. Safety and Security Coordinator Victor Ferrell said security guards will stay in their designated areas more than they have previously and not let themselves become sidetracked by teacher requests.

are," he said.

"We've got a lot of people just wandering and loitering that aren't going to a conference. It has the potential to be disruptive," Griffith said. "We're trying to still really be in a school session until 4 o'clock, really. Truth is, students should be able to go and be with a teacher with a door open and have focused time and not have disruptions in the hallways or noise."

Griffith added that the school is examining ways of encouraging groups of students who are not interested in staying for conferences to leave the school and not re-enter later.

Additional Changes

In an Oct. 11 mailed letter to parents, Griffith provided information about security guard movement and the new door unlocking schedule, as he had emailed to teachers roughly a month before. However, Griffith included two developments that weren't included in his communication to faculty members.

He wrote that he has restructured security coverage of the gymnasium and locker room areas between 3 p.m. and 8 p.m. "so that access throughout the facility is monitored during practice times." Griffith also wrote in his parent letter that he is meeting with Ferrell weekly "to review and monitor the progress of these [security personnel movement and door unlocking] changes."

During his interview, Griffith noted that there will likely be more safety and security procedure revisions throughout the school year.

Ferrell said that this year his department is trying a new security software system and putting cameras in the cafeteria to monitor the lunch line. He added that in the aftermath of the Sept. 10 incident, his staff is changing locks on some doors, double checking that doors are locked when they should be, and making sure doors are fitting properly and closing all the way.

"When these things happen, you are obligated to look at what's going on. And that's what we did," Ferrell said.

"There'll be other changes that no one will know or need to know about that have to do with how we function in terms of providing safety in the building, that have no visible impact. Where people go, what people look for, that type of thing, because we're aware of where pockets of concern are," Griffith said.

Despite their difference in opinion regarding how much freedom seniors with free periods should have, Griffith was pleased with Hutchings' efforts security-wise in general.

"He has very high expectations, and safety and security is among his top priorities," Griffith said. "Anytime you have someone new, if at the very least he's asking lots of questions because he's seeking understanding of what has been. . .It's going to cause us to start to reflect on whether it's the way it should be and if it's as good as it could be. And that means there's a good likelihood of change.

"Change in the leadership generally also is going to result in change in practices, not because there are demands for change in practices, but because you're going to ask all these questions that maybe weren't asked in the past few years," he said.

Hutchings' Role

Hutchings visited the high school frequently in the days following the incident. "I've been in meetings. I also just wanted to see for myself if the day was still normal," he said. "I think that you can only get the evidence and information to make really informed decisions by actually being in the school, seeing it for myself."

During his administrative career, Hutchings has responded to students bringing guns to school, gang violence, and a gang-related student death.

"I don't think that anybody should feel unsafe in schools," he said. "I think that wherever we are, young men and women, we need to make sure that we're being mindful of our surroundings and people that we associate ourselves with."

Hutchings said Robinson returned "a number" of phone calls to parents concerned about the safety of their children in the days after the incident.

However, when Hutchings attended the high school open house Sept. 12 he said, "not one person came up to me to say that they felt that their child was unsafe or that they wanted their child to be taken out of the school."

Hutchings concluded, "Building safety has always been and will always be at the top of my priority list."

District Security Committees

Standing Safety Committee

2001 - present

Columbine shooting and Sept. 11 attacks directed the country's attention to school safety. Freeman established committee to review, update, augment, and document protocols for responding to a broad array of critical incidents (including chemical spill, evacuation, intruder, lockdown, utility failure, bomb threat, weapon, and many more. Meets bimonthly (more often if needed).

Consists of:

- **Christine Auginas,** assistant to the superintendent, chairwoman
- **Fred Shalhoup,** operations supervisor (prior to 2013, the business administrator sat on the committee)
- **Mike Gale,** district safety and security supervisor
- **Peggy Caldwell,** director of communications

Time-Limited Working Group

Dec. 2012- present

After Newtown, Conn. school shooting Freeman appointed group to do oversee expedited review, focusing largely on protecting students and staff from intruders.

Consists of:

- **Ouimet Smith**, registrar, chairman
- **Scott Lee**, Shaker Heights chief of police
- **Michael Schwarber**, deputy chief of police
- **Patrick Sweeney**, Shaker Heights Fire Department battalion chief
- **Christine Auginas**, assistant to the superintendent
- **Fred Shalhoup**, operations supervisor
- **Mike Gale**, district safety and security supervisor
- **Peggy Caldwell**, director of communications
- **Vic Ferrell**, high school security coordinator
- **Robert Kreiner**, business administrator
- **Carina Robinson**, middle school assistant principal
- **Keith Wagner**, facilities supervisor

Projects include:

- **Ensuring** all PA systems are working and announcements are audible in all parts of school buildings (in progress)
- **Install** buzzers and, where appropriate, monitors and windows at K-4 buildings so that parents picking up children at after-school care must be admitted by a staff member instead of walking into the building through an unsecured door (done)

"We're not a really large school district, so most of our committees eventually merge anyway. Having some of those same individuals on the team I think is beneficial because they were created for different purposes, but for the same general goal, which is safety in our schools. So I think merging some of those committees is appropriate."

GREGORY C. HUTCHINGS, JR.

Information provided by district Director of Communications Peggy Caldwell

Hutchings Makes an Assignment

Superintendent cites personal challenges as evidence that all students can achieve success with hard work

ANDREW BOYLE//THE SHAKERITE

Guest 'Rite

I am honored to be your superintendent, and I appreciate the opportunity to communicate directly with students about my priorities and expectations. I hope this will be the start of an ongoing conversation.

One of my top priorities is listening to our students. I want to hear your perspectives on what is going well, what isn't, and how you think we can make things better. To this end, I have created a Student Advisory Committee made up of SHHS students. We had our first meeting earlier this month, and they are a fantastic group of young people who are not afraid to speak their minds. I am excited about working with them to identify challenges in Shaker Schools as well as solutions for overcoming some of these challenges. I want to hear from other students as well. When you see me around, please come introduce yourself and tell me what's on your mind.

Another major concern for me is the achievement and opportunity gap. We offer amazing opportunities here in Shaker, but not all students are getting the full benefit of a Shaker education. I want to find out why, so that we can work together to make it better for everybody.

I will do everything I can to support you, but I will not accept excuses from anyone not taking advantage of educational opportunities in Shaker. I am living proof that demography and life circumstances are not destiny. I grew up in a single-parent household, and at times received reduced lunch meals at school. I attended schools that were very similar to Shaker in regards to diversity and accelerated opportunities for education. However, I had to advocate and protest to be given opportunities to enroll in advanced level courses in high school. It is my expectation that all students will be given access to any course in Shaker Schools as well as supports to be successful.

Every student in this school has the potential to go far. I have learned from my own life experience that certain choices lead to success in school. Here is what I am asking you to do:

Take your studies seriously. Get to class on time and ready to learn. Pay attention in class and do your work.

If you need help, ask. Take advantage of the conference period and tutoring center. Talk with your teacher, your counselor, your principal/assistant principal, the nurse, or the social worker. The adults at the High School want you to succeed and are here to help you.

Choose your friends wisely. Associate with people who share your values and aspirations. Don't let anybody drag you down.

Challenge yourself. Take at least one honors, AP or IB course. Take on a service project or try out for a team. Don't limit yourself.

Participate. Joining a club, performing community service or playing a sport will make your life better in many ways.

Take care of yourself. Eat well, get adequate sleep and be physically active. Stay away from tobacco, alcohol, and drugs.

If you do these things, I guarantee you will succeed.

So let's make a pledge to hold each other accountable. I promise to do everything in my power, working with our faculty and community, to make your school experience the best it can possibly be.

In return, I need you to give 100% every day. Don't be surprised if I pop into a classroom to observe, or approach you in the hall to ask about your grades or to discuss the choices you are making.

It's not about playing "gotcha." It's about respecting you enough to make sure you take advantage of all the opportunities Shaker has to offer.

LEARN MORE ABOUT DR. HUTCHINGS
and his plans for the school district at www.shaker.org/superintendent.aspx, and follow him on Twitter @DrHutchings

Banking on $100 to Propel Cuyahoga County Students to College

MARCIA BROWN MANAGING EDITOR

Within the walls of Shaker Heights High School, names of colleges and universities are on every tongue. Pennants hang in every guidance counselor's office, and SAT and ACT prep books crowd bookshelves.

But not every student sees college as an option.

Disclosure: I have volunteered for the Friends of FitzGerald campaign.

To help make college attendance a reality for more students, Cuyahoga County Executive Ed FitzGerald announced the Cuyahoga County College Savings Account Program, which deposits $100 in a savings account for each Cuyahoga County student entering kindergarten. The accounts, which will be automatically funded this fall for all students entering kindergarten, can only be used for post-secondary school education.

"Ed [FitzGerald] was adamant that this should be a universal program," Kenneth Surratt said, Special Assistant to the County Executive. "The [Cuyahoga] County charter has a provision preparing people for the work force, which is interpreted as the need to provide scholarships."

Costing about $2 million annually, the account funding will come from a Cuyahoga County fund designated for scholarships and private funds raised "to create a pool that will serve as incentive and matching dollars for what participants deposit in their account," Surratt said.

But $100 doesn't seem like much. Will it matter? Margaret Clancy is the policy and college savings initiative director at the Center for Social Development at Washington University in St. Louis. She said such an account offers another benefit. "I think it's more that a lot of times, one of the factors that is tied to kids' college attendance and completion is the parental educational attainment. In this case it's more that the account presents an opportunity or plants that seed. It is the expectation of college completion," Clancy said.

The moment Disney backpacks are bought and light-up shoes are laced, post-secondary school should be the destination, not a mirage. This account, similar to San Francisco's Kindergarten to College program, will bring greater opportunity to underprivileged students.

In past years, each new generation was more prosperous than their parents. "For the first time, students today are less likely to complete college than their parents; fewer than one in 10 low-income students graduate from college by their mid-20s," according to the press release. If the next generation will be as or more successful than their parents, the necessary college education should be accessible to all.

"[This account] is for our whole community, not any one segment," Surratt said. "There is this importance of creating a college bound culture within our county."

"Education has been that facet of the American way where kids who do well can go up the social ladder—it is difficult, but it makes a difference generation to generation," guidance counselor David Peterjohn said.

Not everyone has equal access to a college education, but even this $100 and the incentive that accompanies it, is leveling the playing field.

COLLEGE COSTS CREEP UPWARD

Private college tuition: $40,000-50,000 per year

OSU in-state tuition, fees: $10,010 per year

Cuyahoga Community College tuition: $101.21 per credit hour

In 2008, student debt topped credit card debt

A Washington University in St. Louis study showed that students who don't have college savings accounts are twice as likely not to seek education after high school.

VMAs Craziest Stunts

1998
Rose McGowan arrived wearing nothing but a layer of see-through, sparkly fabric and leopard print under-wear

1999
Lil Kim showed up wearing a purple, one shoulder jumpsuit, revealing the left side of her chest, which was covered with a small sticker-like decal

2000
Britney Spears wears see-through sparkly pants and a bra

2001
Britney Spears performs with an albino python snake

2003
Britney Spears and Madonna kiss

2007
Britney Spears wears sparkly lingerie and fishnet tights

2009
Kanye West interrupts Taylor Swift's acceptance speech, and Lil mama interrupts Jay-Z

2010
LadyGaga wears a meat dress

2013
Miley twerks on stage and dances with a foam finger during Blurred Lines

Hannah Montana No More

Humiliating performance at VMAs reminds us she is growing up, just like everyone else

ALEXANDRA HARRIS AND ELLA SHLONSKY OPINION EDITORS

You'd be lying if you said you never watched the hit Disney TV show "Hannah Montana," where celebrity Miley Cyrus debuted.

The show first aired in 2006, starring both 13-year-old Miley and her dad, country music artist Billy Ray Cyrus of "Achy Breaky Heart" fame. It emphasized the idea of having "The Best of Both Worlds," in which Miley was an average teenager by day and a singing sensation named Hannah Montana by night. Miley's staple costume/disguise was a blonde wig she wore to keep her Miley identity hidden from the world while she performed as Hannah.

We bet she wishes she had that wig right now.

In the two and a half years since the show's finale in 2011, Cyrus has been on a downward spiral. Perhaps we should have all listened in 2010 when she told us in her hit single that she "Can't Be Tamed," and shortly after was videotaped smoking salvia, a popular hallucinogen, at age 18. However, we all chose to ignore her emerging rebellious spirit, figuring it was just a desperate phase as she tried to break free from the Disney cocoon.

Shortly after the announcement of her teenage engagement to actor Liam Hemsworth in mid-2012, the world got a glimpse of "The Other Side" of Miley. Trading her long, brown waves for a bleached blonde pixie cut, Miley shocked the world with her bold, new look.

Her new look was widely criticized in the grown-up media, but her younger fans continued to idolize her. Miley's powerful influence over pre-teens was evident at the 2012 MTV Video Music Awards, when child Internet sensations Sophia Grace and Rosie, who first rose to fame with a viral video singing Nicki Minaj's "Super Bass," interviewed Miley on camera for "Ellen."

The two British girls approached their favorite stars on the red carpet, including Cyrus. When they first saw her, Sophia Grace asked ,"I like your new hair cut. Do you think we should get our hair changed?" Cyrus quickly replied, "No, no, don't cut your pretty hair. Your hair's so pretty. Grow it out like a little princess." Sophia Grace and Rosie are just two among many who idolize Cyrus and every little move that she makes.

2013 proved to be a rocky year for Cyrus and Hemsworth, and the on-and-off couple struggled to maintain their relationship for months until Hemsworth officially broke off the engagement in June. At this point we thought Cyrus had hit rock bottom.

We were wrong.

In August the VMAs rolled around. The program has acquired a reputation for prompting stars to pull crazy stunts. In the past, Madonna and Britney Spears have kissed on national TV, and Kanye West has interrupted Taylor Swift's acceptance speech for her first VMA. Needless to say, viewers were eager to see what scandal would erupt this year.

Cyrus topped all past VMA ridiculousness with a risqué performance of "Blurred Lines," featuring the popular 36-year-old singer Robin Thicke. Her performance featured twerking in a skimpy outfit while inappropriately using a foam finger. If you have not witnessed the scarring experience of watching this dreadful performance, please do yourself a favor and keep it that way.

It's very disappointing to see a star we grew up watching and idolizing change for the worst. If you close your eyes, it feels like just yesterday, she was onstage wearing a blonde wig, blue jeans, sparkly shirts and a jacket and singing about the best of both worlds. But now, all you can picture when you hear the name Miley Cyrus is the image of her vulgar performance at the VMAs.

CLARK SAMUELS/STARTRAKS

Although it's clear that Miley's intentions were to show the world she's not the little girl on "Hannah Montana" anymore, her drastic measures didn't go over well with the public. However, sophomore Jamie Semel feels that Cyrus is just misunderstood.

"I think it is definitely really weird to see her like this, but she is just like any other teenager or 20-year-old trying to figure stuff out," Semel said. "It's hard because she is in the light of the media, so everyone is watching her go through this phase that most people are probably also going to go through. It's probably really difficult for her, but also difficult for us to watch."

Like so many child stars before her, Cyrus's life decisions seem to be driven by her need for grown-up media exposure, a reality that will continue for stars yet to be born. Performers famous at 13 can't be famous that way forever. When "Hannah Montana" premiered, we were eight years old and didn't understand what had happened to so many stars before her and what our parents feared might happen to her as well. It's sad when the child star must adapt to the times, or face the imminent death sentence.

Media or not, Cyrus is not the girl she was when we began watching her star on "Hannah Montana." Like so many others, Cyrus has lost her way. And all we can do now is wait and hope that she will find her way back.

Everyone endures an awkward phase. Cringing at our middle school photos, we can laugh at ourselves now. Stars, who more urgently need to grow out of their childlike images, experience even greater pain because they evolve in the public eye. The process can be messy or damaging.

But isn't that just part of growing up?

Miley Cyrus, age 15

- Sweet, innocent smile
- Long, blown-out locks
- Minimal makeup
- Modest outfit
- Child-friendly

Miley Cyrus, age 20

- Tongue sticking out
- Multiple tattoos
- Over-the-top outfit
- Horn-like buns
- Not the sort of person parents want their children to look up to

LARRY BUSACCA/GETTY IMAGES FOR MTV

Miley Is Only Wrecking Her Career

Holy moly.

That's all I could think as I watched Miley Cyrus's "Wrecking Ball" music video. In the whole scheme of things, this could just be a publicity stunt so that she can come back, but the whole things is still pretty nuts.

Franci Douglass
Columnist

The music video in which she prances around some room wearing short shorts and a white shirt that is definitely see-through, licks a hammer like something inappropriate that I will leave to your imagination, and eventually swings around on a ball naked, was quite the rage.

Cyrus's music video even broke the record for most views on Youtube for its first day with 19.3 million the day it dropped. But at what price?

Even if this is a publicity stunt, Miley has really gone off her nut. Even if she doesn't want to look like a child anymore, there must have been some way other than showing her adult figure that came right along with crossing the threshold of being an "adult."

Even if you don't agree with what Miley's done to get some more attention, I give her some props. Quite honestly, I would be a little freaked out to roll around butt-naked on a dusty set for millions of people. The whole thing seems a little unsanitary if you ask me, but I guess everyone has a vice.

Cyrus says that she thinks that her outrageous video does a good job of showing how truly "broken" she is. Maybe this video was a good way to show that, but I just hope that poor girl doesn't get tetanus. I don't think that licking a hammer is something that is especially healthy, but maybe it's a good way to keep the pounds off for when she decides to take her clothes off.

Think back to the "Can't Be Tamed" video, when she dressed up as a huge bird and danced around a museum with a bunch of her other birdie friends. This was considered scandalous for young Miley at the time as well, but just look at how far she's come.

At least being a bird that's come out of captivity had a little bit of symbolism. Now I think Miley's publicist is just running out of things for her to do to regain her popularity after taking a couple months off to be irrelevant to the world.

The "We Can't Stop" video that directly preceded the "Wrecking Ball" video was even a bit over the edge with the out-of-control party it depicted. Especially since Cyrus said that the idea came from parties she's attended, and the song is apparently about popping "molleys" (drugggggz).

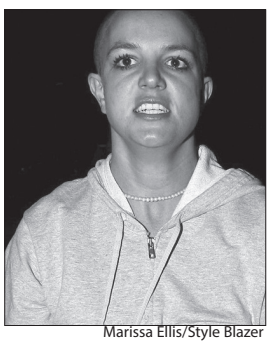
Whatever the reason for Miley's outburst with this video, I hope whatever else she does with her time doesn't cause her medical problems. If it's anything like this video, she must have some pretty interesting friends.

Other Stars Who Could Not Be Tamed

Britney

L. Busacca/WireImage

Before



Marissa Ellis/Style Blazer

After

It's hard to remember a time when Britney Spears was still a young, innocent pop singer. Most of us were very young when she rose to stardom. In 1999, at age 18, she released her first hit album, "... Baby One More Time," which generated great international success and broke sales records.

Despite her success, Spears struggled to break free from her childhood chains. Like many other childhood stars, she turned to risqué actions in the eye of the public.

Things went downhill for Spears when she had her first child with her then-husband, Kevin Federline, in 2005. Finally, in 2007, Spears cracked under the pressure of the media. She was checked into a rehab facility, and was later pictured with a shaved head.

Thankfully, she bounced back from her rut, and is now better than ever. At age 31, Spears just recently announced her tour -- 48 shows over the next two years -- and ticket sales have been healthy. I guess her fans are begging to hear her "one more time."

Charlie

Ferris Bueller's Day Off

Before

ABC News

After

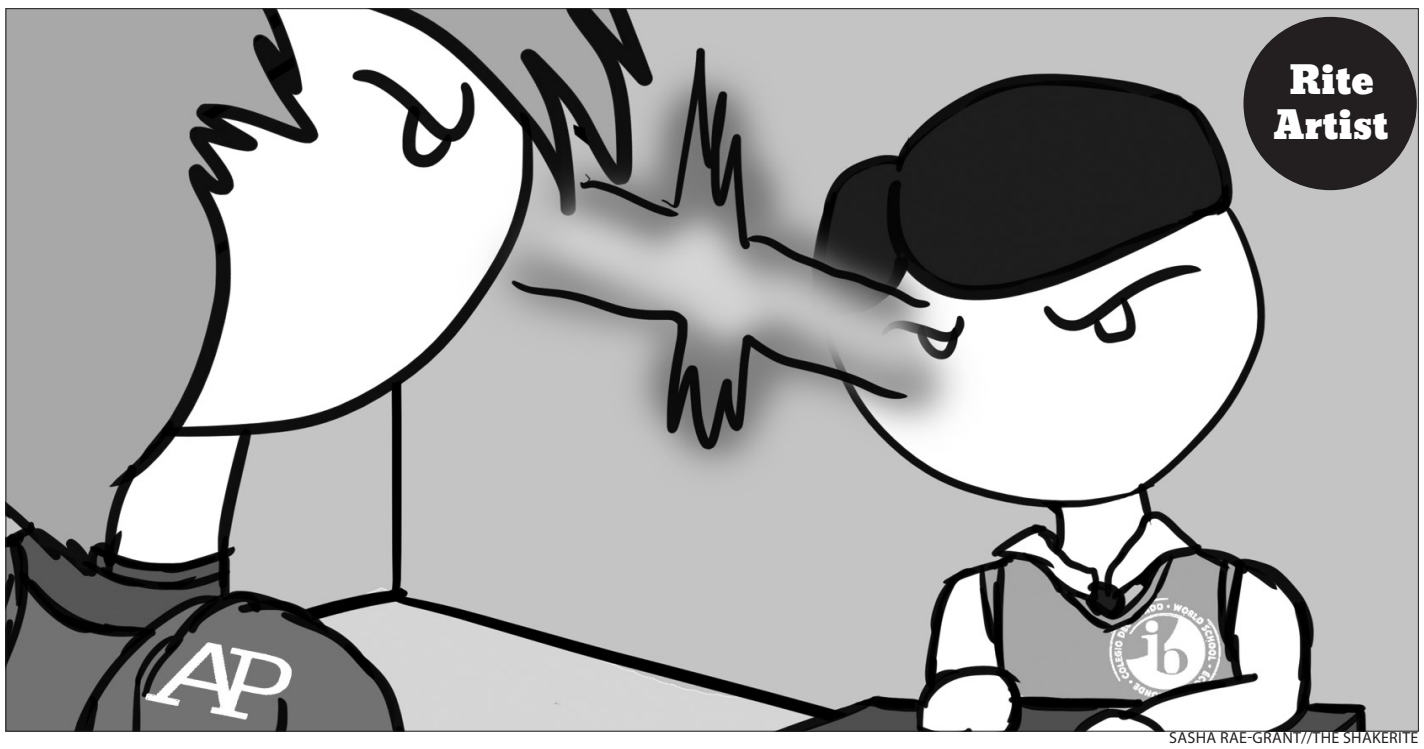
Charlie Sheen is most known for his role on the popular TV show "Two and a Half Men," which debuted in 2003 when Sheen was 38 years old. As a teen, Sheen appeared in films, such as "Ferris Bueller's Day Off," and grew up with actor Martin Sheen as a father.

Sheen's success was cut short in March 2011, when CBS fired him from the show. He began experiencing bad publicity, with rumors of substance abuse and addiction. The show had previously been placed on hiatus in January 2011, in order for Sheen to recover in rehab. He emerged again in February, acting erratically in public and bashing the show's creators and co-stars.

Post-meltdown, Sheen claimed to be sober, admitting in a 2012 Playboy interview that "I was mad about having to play the game—not that I was playing it well, but I'd been doing it for so long." His life in the public eye, which required the constant need to impress, finally got to him. However, now age 48, he seems to have mellowed out. He now stars in FX's recent comedy, "Anger Management."

Reconsider Mixing AP/IB

It's time for the district to rethink which AP and IB classes should be mixed and which are better off remaining separate



SASHA RAE-GRANT//THE SHAKERITE

Rite Idea

Three years into the International Baccalaureate Diploma Programme, it's time for Shaker to re-evaluate which AP and IB classes should blend and which classes should be specific to each program.

The 26 percent drop in 5's scored on the AP Literature exam last year was partially attributed to an essay question on the test that required students to write about a novel. However, because of the influence the IB program has had on the curriculum, the AP Literature class had read very few novels, and some students were not able to successfully respond to the question.

AP Literature is one of a few classes that had this problem. Because the AP and IB curriculums focused on different literary genres, the classes did not mesh well this past year.

Sarah Davis, a teacher who instructed combined AP/IB European History, suggests that the AP and IB curriculums are almost identical for that course.The curriculums almost complement each other and provide a chance for students to learn in different ways, or focus on concepts they would not have if the class was not combined.

Davis said AP test scores vary. "In terms of 4's and 5's, its a cyclical thing," she said. "It depends on the students in the class, it depends on the students taking the exam, and it depends on the questions asked. You have up and down years with that."

In addition, senior Brad Kruithoff said the Environmental Science course works as a combined AP/IB course. This year, Kruithoff is an AP student taking two IB courses, including physics. "Combining classes is good for some courses, like languages," he said. "It was fine with Enviro because the class was so straightforward."

Latin, a class that did not work well as a mixed AP/IB course, was recently separated. AP students were not happy with their test scores, while IB students did satisfactorily on their test. The AP and IB curriculums for Latin were not similar enough to mesh in one course. Similarly, the curriculums for AP/IB literature are hard to teach together. However, this course is still a combined course. The school needs to re-evaluate which courses would benefit from being separated.

According to Principal Michael Griffith, the IB program will undergo a five-year review in 2014 when the school will evaluate and make changes to the IB program. They will review the courses to see which ones should be combined with AP and which should be taught separately. Seeing the drop in AP test scores in the AP/IB Literature class and the number of AP students saying being in a mixed class is affecting their learning, the school cannot wait much longer to hold this review.

Policies Must Balance Freedom and Safety

The administration is moving more quickly in reassessing the high school's security after an alleged rape occurred in the high school Sept. 10. While many of the changes are necessary – greater security presence, reevaluating security guards' duties – the district should consider carefully any other new policies it enacts.

The administration has a difficult job – they must balance student safety and student responsibility. We can either give students total responsibility – no security guards, no bells, no dress code, no tardy policy, no disciplinary process – or total security – cameras everywhere, ubiquitous security guards, metal detectors, closed campus.

The district must locate its security strategy somewhere in between these two scary extremes.

The district should reevaluate its current headphone policy. It should not punish well-meaning, innocent students – those quietly walking to class, listening to music – more than it punishes loud, irresponsible students – those running through the halls and yelling.

The students listening to music are not disrupting the learning environment; loud, obnoxious students are. The district should understand how frustrating it is for well-behaved students, whom Assistant Principal Eric Hutchinson calls "flowers," when school policies and traditions are ruined by ill-behaved students, whom Hutchinson deems "weeds." District security policy, while important in maintaining safety, should affect these well-behaved students as little as possible.

The district means well, however, and the student body should be open-minded to the coming changes. The district's goal is to protect students, and students should realize that, even if some new policies vex them.

While some may irritate students, new policies should maintain the high school's climate of individual responsibility, where students are given enough space to mature and act independently.

JILL MCKNIGHT//THE SHAKERITE

Tests Raise Doubts Over AP/IB Mesh

Shaker's lowest AP Literature scores ever have students, teachers questioning blending the 2 programs in 1 class

ABBY WHITE CAMPUS AND CITY EDITOR

More than 35 percent of AP English Literature students earned a 5 on the AP exam in 2012. Last year, less than nine percent did. "That's really terrible," AP/IB Literature teacher Christopher Cotton said. "I just feel so rotten for some of these kids."

Only three students received a 5 on the exam, while 17 students earned that score in 2011, as well as in 2012. Before last year, Shaker's lowest count of 5's was four, in 2006 -- still more than 13 percent of the students who took the test.

"This is shocking, that we only had three 5's," Cotton said. "You know how hard our students work at Shaker. They're hard-working, they take the hardest courses across the curriculum, four years, and it's not like they're guaranteed to get a 5, but they should. A lot of them should've had 5's."

"[My score] was definitely a lot lower than I expected," said Clara Kao ('13), one of those AP Literature students. "I thought I wrote pretty well, and I got my score back and I was pretty shocked." She would not reveal her score.

Christopher Cotton

Kao attributed the low exam scores to a particular essay question on the test. "One of the questions in part asked for us to write about a novel," Kao said. However, her class only read two novels, George Orwell's "1984" and Toni Morrison's "Beloved," both during first semester. "Myself included, I did not write about a novel, because I couldn't remember any novels . . . and a lot of my other friends did that as well," Kao said.

Calling last year's exam "a perfect storm," Cotton also referred to that essay question. "The AP test always has a question that asks you to write an essay based on something that you read, some book that you've read, and almost always they say any book, any play or novel," he said. "But last year, they said only use a novel. And we had not read many novels."

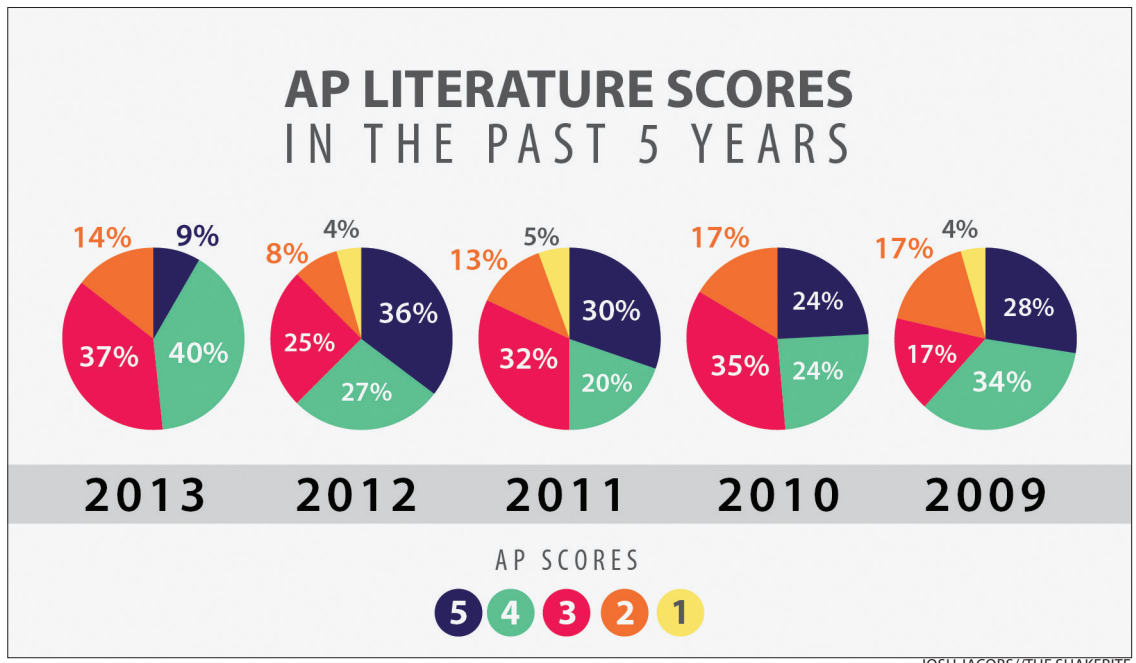
The class read so few novels because of International Baccalaureate Diploma Programme requirements. "The last semester of the IB two-year program in English, you have to do a focus on a single genre, and we chose drama," Cotton said. "It's a very elaborate balancing act, planning out the four semesters of the IB English program." During the drama semester, students read plays by Henrik Ibsen, Tennessee Williams, Caryl Churchill and Kate Chopin, in addition to Shakespeare's "Hamlet" during first semester.

The genre semester has always been an IB requirement. Last year, however, was the first year the AP/IB Literature class read no novels during the semester at all. "The year before [last year] . . . we maybe did one or two [novels]," Cotton said. However, "we didn't focus on them."

"IB wants us to do a genre semester, and that's not a secret," AP/IB Literature teacher and IB Extended Essay Coordinator Chuck Kelly said. "It's not as if that's something that's unheard of in English to do, to send the kids out from high school really understanding a drama in-depth.

WILL MCKNIGHT//THE SHAKERITE

AP/IB Literature teacher Christopher Cotton speaks to students during his first period class on Oct. 18. Last year, AP Literature students received the worst scores on that AP exam in Shaker history. "That's really terrible," Cotton said. "I just feel so rotten for some of these kids."



JOSH JACOBS//THE SHAKERITE

"You know how hard our students work at Shaker . . . It's not like they're guaranteed to get a 5, but they should."

CHRISTOPHER COTTON

"We could always change the genre," Kelly added. "We could make it the genre of the novel, but we feel like the students at Shaker read so many novels that this is a chance to do something new."

In addition, changing the genre semester would involve the whole English Department. "That takes a great deal of planning, and that planning has to be done by the entire department because if you make a choice to change what you do that semester, it's going to affect the whole Diploma Programme," Cotton said. "If we decide, 'OK, we're going to do novels,' then it may affect what the junior teachers have to do. . . . We don't have time at this point to redo the whole Diploma Programme; it's just not possible right now."

Evelyn Ting ('13), an IB Literature student last year, appreciated the genre semester. "I am really glad we did those plays because I really enjoyed those plays and I don't think I would have read them if I hadn't been in English," Ting said. However, she acknowledged that because "we didn't read any novels, the AP students couldn't answer the test questions because they didn't know the material.

"For IB we did definitely cover the material," Ting said. "All of the questions on the [IB] test I could answer with what we'd studied in English."

On the IB English test last year, Shaker's average of 5.13 points out of 7 was slightly higher than the previous year's average, 5.00 points. Both years surpassed the worldwide averages of 4.69 and 4.77, respectively.

Nationally, scores on last year's AP Literature test were lower than usual. According to statistics released on Twitter by Trevor Packer, the College Board's senior vice president of AP and instruction, 7.6 percent of students nationwide earned a 5 on last year's Literature test. The year before, 8.3 percent of students earned that score.

However, that dip in scores does not compare to Shaker's 27-percent drop. Cotton identified the essay question on novels as the biggest reason for the lower scores, saying he "looked at the breakdown for our school, and that was the essay we did the worst on," However, he added, "That [one essay] doesn't explain it, because this [drop in scores] is weird."

Kelly was relatively unsurprised by the lower AP scores. "The IB students are not taking the AP test, and [the IB Program] attracts some top students, so I'm almost -- you know, I don't mean to predict things about grades, but I would be very confident that numbers of our IB students would get 4's and 5's on the AP test," he said. "So there's just this expectation there'll be a shift."

Clara Kao

To Kelly, 4's and 5's show similar proficiency. "We've always had a good percentage of 4's and 5's, that's always been the case, and I thought that I still had a good percentage of 4's and 5's," Kelly said. "I thought it was fewer 5's this year than past years, but I thought I had a pretty typical percentage of 4's and 5's together, and in my mind, it's hard to know why a student gets a 4 or a 5. I've always kind of put them together."

In 2013, 48.6 percent of Shaker AP Literature students scored a 4 or a 5 on the exam. That percentage ties with 2007 for Shaker's lowest amount of students earning those scores. In 2012, 62.5 percent of Shaker students earned a 4 or a 5 on the AP Literature test.

Besides the novel-based essay question, Cotton identified another important factor in the lower scores. "We don't do quite as much writing as we used to. And that's not an AP/IB thing, that's just, we have a much higher student load than we used to, so teachers don't have time to do quite so much writing," he said.

Kelly also noticed many 3's, which he said was common. "A number of our students get 3's, and we always get 1's and 2's, and there's a reason for that. Our classes attract a wide variety of students at various levels, and that's the way we want it," he said. "I don't want a class of all 4's and 5's if it means, if it implies, that somehow we're not giving access to students who, you know, maybe they're not quite as prepared for an assessment like the AP exam.

"We like the classes to be inviting to students, and if the result is some students come in from other levels and they're, I don't want to use the term disadvantaged, but because of that their score on an assessment isn't as high as other students, that doesn't -- that's not our prime goal at the end," Kelly said. "That's why, when I saw the scores, I said, 'OK, we've got some 1's and 2's,' and that's not atypical. We've always had 1's and 2's, since I've been teaching AP, and I've always reflected on students who get those scores and concluded they get a lot from the class and contributed a lot to the class."

Cotton was more disturbed by the 3's he saw in his class. "I had some really good students who got 3's, and that's what really bothered me the most," he said. "If you get a 3, you might not get college credit, and you might be counting on this free AP course to save you a few thousand dollars in college."

Besides the novel-based essay question, Cotton identified another important factor in the lower scores. "We don't do quite as much writing as we used to. And that's not an AP/IB thing, that's just, we have a much higher student load than we used to, so teachers don't have time to do quite so much writing," he said. "I just can't assign as much writing as I used to, because it takes a lot of time to grade meaningfully."

"The writing burden and grading it with the detail that this department has traditionally used, it's impossible," English Department Chairwoman Elaine Mason confirmed. "In our contract, English teachers are capped at 110 students, that's been that way for forever and ever and ever. Yet until very recently, most English teachers had well under 110 students. Now, virtually everyone in the department who's full time is at or very close to that cap."

Both Kelly and Cotton agreed on one thing: neither prefers mixed AP/IB classes. However, their opinions stem from different reasons.

"Because of this preparing directly for the test, it's much harder when the class needs such different things," Cotton said. "The separate classes would help us to focus more on those tests, and for the AP classes, I think we would just do more novels because really, having a lot of novels under your belt is the best preparation for AP tests."

Kelly, meanwhile, dislikes the AP-versus-IB competition in mixed classes. "I don't like it if the students get the impression that one curriculum is unduly influencing another curriculum," he said. "I think this will fade, but I think in the transition, students have felt that there's this compromise going on between what they would do as AP students and what they would do as IB students because we're doing both. And I just think that's an unfortunate situation to put students in."

Chuck Kelly

However, due to scheduling, separating the AP and IB English classes would bring its own problems, according to Assistant Principal Ann Spurrier. Separating the classes is "not impossible," she said. But, she added, "It is not good for kids. Right now you have five or six sections of each combined. If we separated them, you might have two sections of IB and three sections of Advanced, and that would limit the amount of sectioning available for the kids. . . . It would make it much more difficult for you guys to get what you wanted."

When Shaker decided to adopt IB, Principal Michael Griffith said he, IB Coordinator Tim Mitchell and the high school's department leaders met to decide "which [courses] mesh, which ones didn't mesh. . . . It depended on the course itself, how each was being addressed or taught, the content and those kinds of things to see what worked out."

"The development of classes for the IB program required the faculty members in 12th-grade and 11th-grade AP classes to be sent for IB training in order to learn about the program and the specifics about the courses that would be designated Higher Level or Standard Level," Ellen Kelly, English Department chairwoman during IB's initial implementation, wrote in an email. "Each department decided to have separate classes or to mix IB and AP classes together."

"That [blending] was everybody's first choice," said Tim Mitchell, social studies teacher and IB coordinator. "That gives kids, it's like, 'You can try the IB,' and if for some reason that wasn't working for you, you don't have to blow up a kid's schedule. They can stay in the same course, maybe complete an AP course instead of the IB Diploma. So we were asked to see what we could do with as little disruption to what we were currently doing, and if we could find overlap, to make it so."

Even before the workshops and meetings, "we had looked at a lot of other schools that had a blend of AP and IB or offered both programs, and so we were hopeful that we could find places to fit them together," Mitchell said. "It's not like we came in saying, 'This must happen that way.'"

Blending AP and IB English classes has proven successful in other schools. At Upper Arlington High School outside of Columbus, when IB entered the district, AP scores "went up," according to UA's AP/IB Coordinator Cynthia Ballheim. The school separated their AP and IB Literature classes this year, but only because "we have so many electives that our students can choose from, that our IB Diploma students were never in the same class" and had "no real sense of community or continuity," Ballheim said.

In Shaker's case, "the IB requirements for higher-level English changed the curriculum somewhat; however, the IB trained teachers designed the new curriculum (for meeting IB guidelines) together," Ellen Kelly wrote in her email. "There were a wide range of plays, novels, poetry and nonfiction items to select from the approved IB reading list. Some of the items selected had been taught in the past in AP classes."

"We have begged, begged, begged for years that these classes be separate."
ELAINE MASON

Ellen Kelly taught at Shaker for 26 years, including five years as head of the English Department, and left before IB was entirely put into place. She said, "I was in favor of mixing IB and AP classes because I thought the different requirements could be met with students in the same classes. However, I never taught a mixed IB and AP class."

Mason said, "We have begged, begged, begged for years that these classes be separate. That, you know, they do kind of serve two different master. Could we have IB in one room and AP in a separate room? Not saying that one is better than the other; they're just different.

"For all kinds of reasons, we were told that would be impossible in the master schedule to achieve," Mason said. "So we've kind of just said, 'OK, we have to live with that because that's the mandate.' "

"I did hear some of those same concerns about the English" during the original meeting, Griffith said. "At the same time I also heard about, saw the results and watched the results all the time."

Griffith added that "the year 35 percent of the class had 5's also was taught meshed, so how do you explain why it worked then and didn't work the other time? It's not about the content, in my opinion. I don't see how you could make a judgment that the mesh is the problem."

Cotton, too, said AP and IB should be able to coexist in a classroom. "It's the same skills you're working on. The IB assessments are analyzing literature and the AP tests are all analyzing literature," he said.

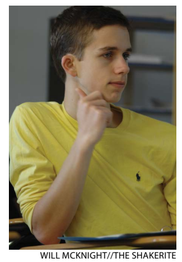
Chuck Kelly agreed. "IB did not reinvent the literary wheel," he said. "You're doing the same things that you would do in any strong literature class."

Evelyn Ting

"The first year it seemed to work out fine for everybody, and second year it didn't work out as well as they'd hoped for the Literature," Mitchell said. "But I also think that's something it's easy to cast stones on. 'Well, must have been the blend.' Then what happened the first year? I guess I don't necessarily see that as a causal link. I mean, we have partial information. . . . Over the course of time, if we felt like those assessments were growing in different enough directions to say we need to rethink that, I'm sure we would. But that's certainly not the case right now."

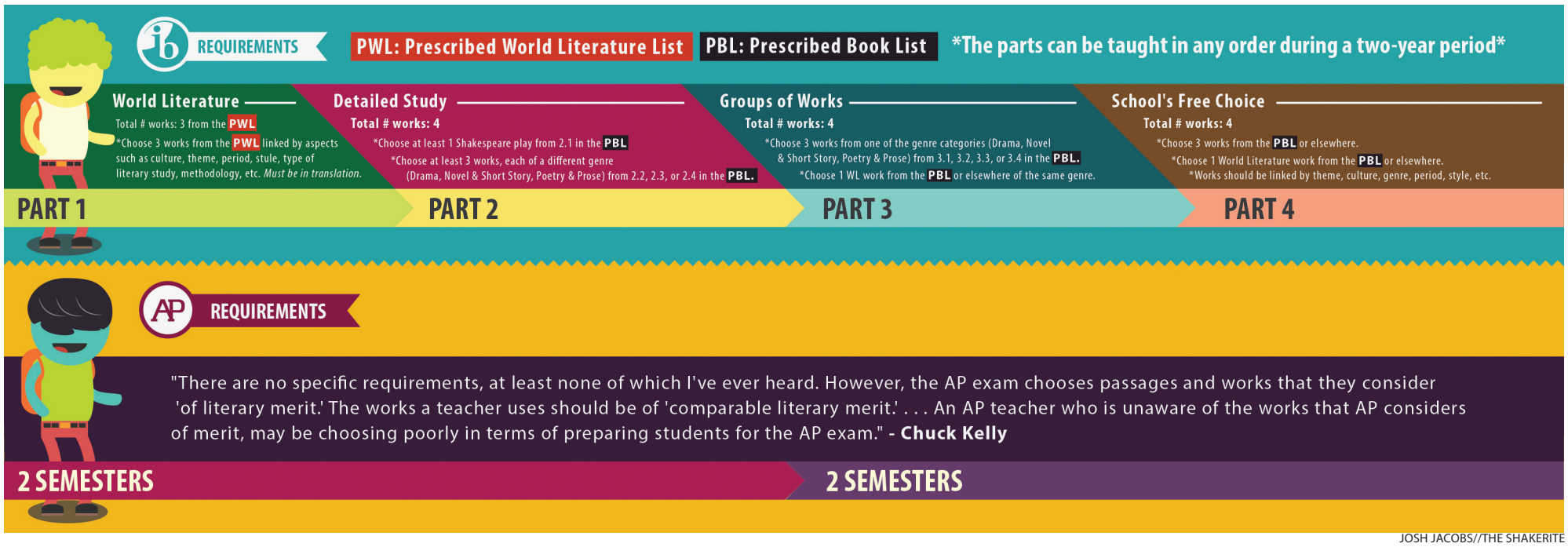
In last year's AP/IB Literature class, "I think that they did favor the IB curriculum," Ting said. "I think they tried to cater to both, but the majority of what we read were plays. [. . .] Although it might've had some overlap with AP, those were the works that were all in IB curriculum."

WILL MCKNIGHT//THE SHAKERITE


WILL MCKNIGHT//THE SHAKERITE

WILL MCKNIGHT//THE SHAKERITE

Christopher Cotton reads to his first period AP/IB Literature class. Senior Patrick Pastore is one of Cotton's AP students this year. Cotton's first period class includes senior McKinley Glasser, wearing stripes, who said, "It's an engaging class with lots of opportunity for discussion."


REQUIREMENTS
PWL: Prescribed World Literature List
PBL: Prescribed Book List
The parts can be taught in any order during a two-year period
World Literature
Total # works: 3 from the PWL
*Choose 3 works from the PWL linked by aspects such as culture, theme, period, stule, type of literary study, methodology, etc. Must be in translation.
Detailed Study
Total # works: 4
*Choose at least 1 Shakespeare play from 2.1 in the PBL
*Choose at least 3 works, each of a different genre (Drama, Novel & Short Story, Poetry & Prose) from 2.2, 2.3, or 2.4 in the PBL.
Groups of Works
Total # works: 4
*Choose 3 works from one of the genre categories (Drama, Novel & Short Story, Poetry & Prose) from 3.1, 3.2, 3.3, or 3.4 in the PBL.
*Choose 1 WL work from the PBL or elsewhere of the same genre.
School's Free Choice
Total # works: 4
*Choose 3 works from the PBL or elsewhere.
*Choose 1 World Literature work from the PBL or elsewhere.
*Works should be linked by theme, culture, genre, period, style, etc.
PART 1
PART 2
PART 3
PART 4
AP REQUIREMENTS
"There are no specific requirements, at least none of which I've ever heard. However, the AP exam chooses passages and works that they consider 'of literary merit.' The works a teacher uses should be of 'comparable literary merit.' . . . An AP teacher who is unaware of the works that AP considers of merit, may be choosing poorly in terms of preparing students for the AP exam." - Chuck Kelly
2 SEMESTERS
2 SEMESTERS

JOSH JACOBS//THE SHAKERITE

Ting also pointed out that teachers are dividing their teaching efforts equally between IB and AP, although most students in a given class are not IB students. "So I think maybe it's just a matter of it not representing the majority in the class," she said. "The majority talks louder than the minority."

"I think the [mixed AP/IB] junior year is very similar to what existed before. The senior year is a different story," Mason said. "I don't feel we have the same pressure in the junior year. . . . It's not like we have to do this, this and this. They give you lists of literally hundreds of books that you get to choose from [for junior year], so I still feel like the choices were very much our own."

WILL MCKNIGHT//THE SHAKERITE

Senior Kornel Foremski listens to Christopher Cotton teach during first period AP/IB Literature on Oct. 18.

The senior English teachers had to make more changes. In addition to the genre semester, teachers must facilitate IB students' Individual Oral Commentaries. IOC's are IB oral assessments, in which students receive a passage of literature, analyze it and speak about their analysis for 10-15 minutes. The commentary, which is recorded, is then sent to the IB Programme's main office for formal evaluation.

"The Individual Oral Commentaries take an enormous amount of a teacher's time, and I think that's time that's taken away from their preparation and grading for the class as a whole, and it's only devoted to IB students," Mason said. "I think that time crunch really hurts."

Kao said, "All around, I've had issues with the mixed classes, not just in English." Specifically, she mentioned a Latin class with Honors, AP, IB Standard Level and IB Higher Level students. "Each one had a different curriculum, basically," she said. "We didn't really get anything done . . . and you could see it in our test scores."

"That's a very spot-on assessment," Latin teacher Robert White said. "I don't think, in all the years I've done this, I've ever had students who did not-as-expected on the exam. Had we not had them [AP and IB] together, they would've done better. I think the IB students did OK, but the AP students were not happy with their grades."

AP and IB Latin were mixed for two years, but "the aims and goals and the styles [of the programs] are totally different," White said. "Both programs are really good, they just have different goals in their assessment of students."

Now that the classes are separate, "I feel more confident for the students taking those exams," White said. "We haven't seen anything yet to make us regret that decision to split them up."

"It's hard -- mixed curriculums," Kao said. "They're really just teaching two classes in one, and that's really not fair to us or to the teacher."

Cotton did not feel one curriculum had been favored over another in his class. However, "The district has just been focusing so much on IB," he said. "I don't think that the AP parents are complaining, but that's what it'll take to make a change."

In the meantime, this year's curriculum will change. "We're doing more writing. And more direct practice of the AP test, like giving people stuff directly off the AP test," Cotton said. "We're going to spend more time practicing the multiple choice questions, and we're going to do more AP essays during the course of the year."

"We had looked at a lot of other schools that had a blend of AP and IB or offered both programs, and so we were hopeful that we could find places to fit them together. It's not like we came in saying, 'This must happen this way.' "

TIM MITCHELL

The class will read more novels, too. "We were thinking of doing two novels during that [genre] semester," Kelly said. "We're not relegated only to the genre of drama because IB says so. We have flexibility and we're taking advantage of that." But, he said, "We did not make that decision based on any assessment. We made that to enhance [the unit]."

"In previous years we've tried to do two plays by every author," Cotton said. However, to fit in more novels this year, "some of those writers, we're just going to do one play by them and we're going to substitute a novel to sort of go with the play we're reading. So the novel will complement the play."

With the curriculum changes, Cotton hopes this year's scores will see significant improvement. "I can't find any reason to justify these kinds of scores," Cotton said. "I hope it's a fluke and I want to make it a fluke, you know, by having much better scores this coming year."

If the scores stay low, however, change is possible. "We're going to be, I think, a year out from a five-year review of IB," Griffith said. "That means we have to look at all of our structure and all of our classes and how is it working, how do we think it's worked, is there room for tweaking, what's next, you know? So there will be -- as is appropriate, the whole IB process is a time for reflection -- and therefore time for maybe, if necessary, for change."

"We'll definitely bring up the issue," Cotton said. "We would like to separate them [the classes], but it just seems like it hasn't been possible because of the scheduling." However, he said, "Especially as IB grows in the district . . . I think it would be a good idea to separate them if we could in the future. We'll definitely talk about that and we'll suggest that."

"If it turns out that there's decisions about some classes to make change because we think it's going to make things better, so be it," Griffith said. "We shouldn't shy away from that."

Paving the Way for Renewed Unity

WILL MCKNIGHT//THE SHAKERITE

Senior Brian Jones runs through the Raider Nation banner at Homecoming Fest Oct. 11. Students and community members filled the bleachers while the Raiderettes, cheerleaders and band performed. The Fest was a success, with T-shirts, required for admission to the event, selling out days before, requiring a second order. Although the Fest was not formally called a pep rally, its characteristics embodied one.

Strength in community a goal for Hutchings, students to focus on dissolving disparities

CLARA MEDALIE SPOTLIGHT EDITOR

As new Superintendent Gregory Hutchings, Jr. tirelessly makes his rounds of Shaker Heights, he is gathering the voices of Shaker residents and students. His goal: "to address making Shaker schools the best schools in the country.

Anna Katz

Dr. Gregory Hutchings Jr.

"In order for us to attain that goal, it's going to require everyone from our citizens to our teachers to our students to our parents," Hutchings said. He ultimately wants to give the community a voice, "so I can have a diverse perspective when facing some of the challenges we have."

Becoming one of the best schools in the country involves more than simply improving test scores, though. Class unity is a frequently discussed topic among students. What exactly is class unity and does it factor into the quality of a school? Some students came up with their own definitions.

"Everyone helps each other out. They have each other's backs even if you don't particularly like them," junior Jordan Davenport said.

"Everyone being together about ideas," sophomore Braden Meyerhoefer said.

But does unity currently exist among the four grades? "I think that separate groups are united together, but the entire class isn't," Meyerhoefer said.

The Shakerite reports on class unity almost yearly with consistently similar results. The consensus seems to be that there is a lack of school unity at Shaker. The question remains, "Why?"

"Whenever you have a population that is as incredibly diverse as Shaker's, you'll always have people with different interests, which can divide the student body," senior Anna Katz suggested.

In the past month, Hutchings put together a Superintendent Student Advisory Council. He said there were 30 applications for five positions. "I really want the students to have a voice on how we're moving our district forward. They're going to help define what our topics will be and what we stand for," Hutchings said.

Hutchings carefully chose students, and the first council meeting took place Oct. 9. Hutchings thinks the advisory council will reap benefits. "Our student community will bring unity into the schools," he said.

Katz is a member of the council and attended the first meeting. "We have one committee that will address student life and one that will address communications. I hope that between the two of those we can promote unity and create a cohesive school atmosphere," Katz said.

Katz thinks a topic that ought to be discussed in the advisory council is that of the achievement gap. She tied this to the issue of unity. Katz said, "[The achievement gap] is an incredibly complex problem, but if we make the individual classrooms reflect Shaker's diversity as a whole, it would help unify the student body."

Senior class president experiences class divisions and promotes change

Guest 'Rite

Simone Malone

Over the past four years, the lack of unity among students has become increasingly apparent to me. This year, I have witnessed disturbing divisions among students a number of times. On separate occasions I walked into two different freshman classrooms: In one classroom I saw a division among the boys and girls, and in the other I saw a division among the African-American and Caucasian students. I see similar splits happen all the time during my lunch period in the senior lounge and most recently on a field trip. However, as senior class president, our council is attempting to bring our class and the school together with new events. The senior class came up with Homecoming Fest, designed to unite the community, and the event was an overwhelming success. Students and community members alike filled the stands to support our Raider nation as one. We hope that Homecoming Fest becomes a lasting tradition. Our council is working on a senior night at a haunted house, and we are also planning a formal dinner for seniors before the holidays. The issue of class unity is likely to persist, but Student Council's goal is to pave the way for a more unified student body.

"For my fifth birthday, my favorite present was a microscope!"
JEANNE WIEMER

Wiemer Brings The World To Her Classroom

Biologist turned teacher shares lively stories from the field

BRIDGET COOK SPOTLIGHT EDITOR

She's tagged birds of paradise in New Guinea. She's ridden horseback on the beaches of the Dominican Republic. She's caught massive pythons in Costa Rica. She's survived alone in the wilderness for two weeks.

Sound like Indiana Jones? For Biology and Environmental Systems & Societies teacher Jeanne Wiemer, adventures like these are just the beginning of her anything-but-ordinary life.

A former field biologist, Wiemer is currently teaching one of the high school's newest classes, Environmental Systems & Societies. Her time spent in the field uniquely informs the class. One minute Wiemer will be lecturing the class on biodiversity, and the next she's showing her students scars she received from a Green Vine snake in Costa Rica.

These anecdotes that tie back to the course come from years of field experience. "Before I was a teacher I was a field biologist, I worked in the Ichthyology department at John Carroll. I did research on the Northern Creek Chub," said Wiemer.

For part of her training to become a field biologist, Wiemer channeled her inner "Hunger Games" contestant and survived in the woods on her own for two weeks. "You get a tarp, a knife, some rope and flint, and you're hungry all the time! First thing, you set up shelter and fire," said Wiemer. "Anybody who wants to be a wildlife biologist has to go through that training." Wiemer had a way of communicating for help if she was in danger, but for the most part, she was utterly alone.

As a researcher, Wiemer has witnessed firsthand how quickly people are destroying the environment and suppressing biodiversity.

"I knew the area, and where we were headed to check on the birds, when all of a sudden we turned the corner and saw the same tree for miles and miles, as long as we could see. It's sad to see that kind of stuff happening. We saw a drastic reduction in the birds of paradise," Wiemer said.

Senior and former ESS student Beth Cheverine appreciated Wiemer's field biologist perspective.

"Mrs. Wiemer's real-life experience as a field biologist is a very unique trait. She could share her own personal experiences which was beneficial to our learning. She could relate the material to real life applications, which is always helpful to students," Cheverine said. "My favorite story of hers would have to be when she was trapped in a research station in Alaska for three days because a polar bear was outside. It's unbelievable!"

BRIDGET COOK//THE SHAKERITE

Wiemer instructs her second period ESS students on using quadrats to randomly measure the number of species in a given area Oct. 16 on the high school's front lawn. From quick trips like this one to all-day field trips, ESS often ventures outside for class.

Over the past two years, ESS has become a popular class for juniors and seniors to take. "I think it's going well! It's a fun class, I enjoy teaching it, and I think students enjoy taking it. It applies to everyday life, a lot more than other classes do," said Wiemer.

Cheverine had nothing but praise for Wiemer and the ESS course. "My favorite thing about having Mrs. Wiemer as a teacher was how comfortable I felt in her class. We often got off-topic, but the off-topic conversations were where we learned the most. Mrs. Wiemer is very open, but not too open, and she did a great job of connecting what we learned to real life and to examples we can relate to. She treats her students with a lot of respect and she is able to relate to us, and she was always professional while still being honest. She never judged her students for their questions. Her extensive knowledge was extremely impressive," said Cheverine.

In some cases, Wiemer's ESS students have internalized the troubling environmental problems they're learning about. "This one student I have, his family used to use paper plates for dinner. He came up to me in class one day and said that his family no longer uses paper plates," said Wiemer.

"It's a good result! Every little bit helps. I hope that being aware of stuff makes people conscious about recycling," said Wiemer. "However, it's not about guilt!"she laughed. "I'm not up here telling my kids, 'Recycle or die'!"

Other students have expressed their concern for the environment by joining the Green Club, supervised by Wiemer.

In class, Wiemer's intriguing stories often become popular with students. Any ESS student is of course familiar with Wiemer's farm. "I live on a ten and a half acre farm. I have an apple orchard with eight apple trees, two pear trees," said Wiemer, who makes cider, canned apples, and pies from her plentiful orchard, and has brought in bushels of apples for her students. "My husband hunts, he hunts for deer, rabbit, turkey and pheasant, which we then freeze and eat. Also, I have animals, like chickens, and we get fresh eggs everyday. I have horses and two dogs and three cats. My husband always says we should get a zebra and I always tell him no!" laughed Wiemer. Students get a kick out of hearing how Wiemer travels to her nearest neighbors' homes on horseback when she needs to ask a quick question.

Wiemer's love for the environment began at an early age and continues to be a huge part of her life. "My grandmother was a microbiologist, one of the few women who were back then. She always took us on creek walks, and for my fifth birthday, my favorite present was a microscope," said Wiemer.

However, Wiemer wasn't always certain how she wanted to utilize her love for the environment as a career. "Originally I went to school to be a vet. I worked as a vet tech for several years in college. One day, the turning point came for me when I had to put down a horse and a cat in the same day. It was one of those positions where you have to do what your job entails you to do, and I just couldn't do it. I did not enjoy that."

Possibly one of the most telling indicators of Wiemer's unique life is all of the nontraditional types of meat she's eaten. "The one that creeps everyone out is monkey brains!" said Wiemer. "It was part of a ceremony, and I couldn't reject the tribe's culture. It would be the rudest thing ever. There's researchers who have been killed by indigenous people because of their disrespect."

From crocodiles to squirrels to exotic birds, the foods Wiemer's eaten have as much variety as the countries she's traveled to. Her diverse, extraordinary experiences bring the world into the classroom for ESS students.

Though she seems to have settled down for the time being, with as much passion for the outdoors as Wiemer has, one gets the sense her days of adventuring may not be over just yet.

Stomping Through Streams, Befriending Bugs: A Day In The Life of an ESS Student

BRIDGET COOK SPOTLIGHT EDITOR

Whether it's identifying trees on the high school front lawn or wading waist-deep into a river, ESS is a course largely centered on holding class outside. As part of the ESS curriculum, students often don thigh-high wading boots and make trips down South Woodland to Doan Brook. In the stream, students learn field techniques such as water sampling and macroinvertebrate identification. Equipped with bug larvae identification keys and magnifying glasses, students venture into the shallow portion of Doan Brook running through Southerly Park and search for critters.

To collect the microscopic bugs, students kick muddy water into a screen and lift it out of the water, scanning closely for anything that looks alive. All manner of macroinvertebrates turn up in the water, from leeches to aquatic worms to wriggling Mayfly larvae, and students have to quickly overcome any fears about bugs. After carefully using tweezers to pick up the macroinvertebrates, students dump them into ice cube trays to keep count of how many they've found.

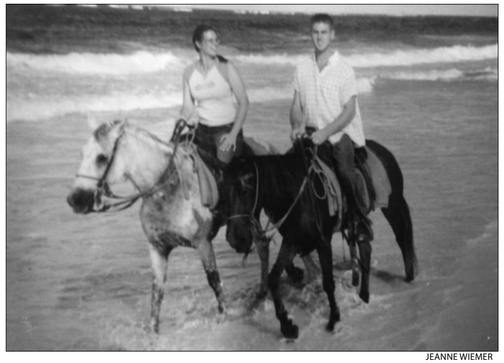
ESS also includes longer all-day field trips to Sulfur Springs, a reservation in Chagrin, where students put their larvae-sampling skills to the test to help determine the river's water quality. This hands-on element of ESS is part of what makes it so attractive to students.

One unique thing about working in the stream is that the data students collect carries significance outside the class. Local environmental organizations use the information to keep track of Doan Brook, and the species of bug larvae found indicate the stream's health.

JULIA SCHARFSTEIN//THE SHAKERITE

Environmental Systems & Societies students tread through Doan Brook in search of critters known as macroinvertebrates, which tell whether the water is healthy.

JEANNE WIEMER



JEANNE WIEMER

Wiemer and her husband, Michael, ride horses above in the Dominican Republic. As a field biologist, Wiemer has traveled all over the world to conduct environmental research. To the left, Wiemer's farm is pictured, where she has two dogs, three cats, several chickens, and two horses, as well as an orchard. Wiemer's husband hunts on the ten and a half acre farm, catching the wild deer, pheasant, and other game that call the Wiemer property home. Wiemer is trained to care for large mammals, and jokes with students that one day she will come home to find her husband has adopted a zebra.

"My husband always says we should get a zebra, and I always tell him no!"
JEANNE WIEMER

"She treats her students with a lot of respect, and she was always professional while still being honest. Her extensive knowledge was extremely impressive."
BETH CHEVERINE

JEANNE WIEMER

Wiemer's daughter Cora feeds one of the horses, Fred, on the Wiemers' farm. For the Wiemers, it's not unusual to travel to the nearest neighbors' homes by horseback.

Elephants in the Room: Shaker Republicans

SHANE MCKEON//THE SHAKERITE

From left to right: Seniors Pieter Block and Josh Payne discuss their experience in Shaker as conservatives. "It's disappointing, that of all these things Shaker has done for these students, they've not come up with that topic of understanding different political points of view," Payne said.

SHANE MCKEON PRINT EDITOR IN CHIEF

In the weeks before the 2012 election, The Shakerite asked students which presidential candidate they supported. 86 percent supported President Barack Obama, 13 percent Republican candidate Mitt Romney.

No surprise there. These numbers just confirm what students already knew: overall, Shaker is liberal. But what about the 13 percent who voted for Romney?

Senior Pieter Block tried to start a Republican club. "By the mere fact I could only find a dozen people in this school to call Republicans — and I've been here three years — that itself speaks to the amount of political diversity this school has."

Other conservative students stay quiet. "I don't really broadcast it to my peers because — I'm not ashamed of my opinion or anything — it's just that I don't want people coming at me, because I know we're in the 'Shaker Bubble' where most people are Democrat. I just don't feel like being persecuted for what I believe in," one student said. The student requested anonymity for fear of being perceived differently by her more liberal friends.

The student, who supported Romney in 2012, favors both gay marriage and smaller government. "I mean, obviously, you can't agree with everything a candidate agrees with, but I felt more aligned with Romney than Obama," the student said. "I wore a sticker on my jacket last year for Romney and someone [jokingly] said, 'Oh you better take that off; you'll get beaten up!' "

Another student reported a similar conflict with a Democratic friend. "It was election time last year, and my friend was like, 'Oh, so, I didn't know you were a Republican, and that's what your family thought. I didn't know you supported Romney. Well now I see you in a different light.'"

Senior Josh Payne summed up Republicans' core belief: "Government has gotten too large, and I feel that has in some portion encroached on freedoms," Payne said. "I believe a smaller government is a more effective government, as opposed to one that has just so many people involved in it you'll never be able to find a concise answer."

Senior Natasha Simske was more succinct. "The more government power, the less freedom we have as Americans," Simske wrote in a Facebook interview. "For example, the Affordable Care Act mandates that all Americans must buy health insurance or will be forced to pay a penalty. Therefore, Americans are losing their right to not buy health insurance. Whether you agree or not that individuals should buy health insurance, it is still a loss of freedom via the coercive power of the State."

On social issues, Republicans are largely pro-life, believing abortion should only be available in extreme circumstances, if at all. Republicans widely oppose gay marriage: only three of 46 Republican senators and two of 233 Republican House representatives support it.

However, Block, Payne and the first conservative student who spoke anonymously all support gay marriage. Their views echo a CBS poll from March that found 73 percent of voters under 30 support gay marriage.

Bottom line: the country is changing.

Block explained other main Republican ideals. "They place high value in things all Americans — Democrat or Republican — believe strongly in: national defense, low taxes . . . the American Dream and strong family," Block said. "Those are things all Americans believe in, and those things make up the Republican party, as far as I've supported it."

"By the mere fact I could only find a dozen people in this school to call Republicans and I've been here three years, that itself speaks to the amount of political diversity this school has."

PIETER BLOCK

Payne said Shaker students typecast Republicans. "Shaker kids have a tendency to assume that if you are conservative and you lean to the right, you are as far right as possible. That's just not the case," Payne said.

Payne considers himself "conservative," and supports gay marriage as well. "That is, in large part, why I don't call myself a Republican. It's because I don't necessarily agree with the current sect of people who control the Republican party. I'm not that far right," Payne said.

Payne doesn't exactly approve of conservative radicalism seen in Congress, especially among Tea Party members. "It bothers me when kids at Shaker see that I'm conservative, that I'm Republican as they see it, and those are the people that they think of," he said.

Block describes students' other perceptions of Republicans. "Because Shaker is such a wealthy district, the Democrats at Shaker are only seeing one type of Republican," Block said. "They're seeing the wealthy, upper-class, well-educated, usually Christian, type of Republican. They're seeing the boaters, the yachters, the very well-off, white-collar, professional working families."

The other main type of Republican is the "blue-collar Republican," which, according to Block, is not represented in Shaker's culture. "The Democrats at Shaker see only that as the Republican party; they see the Mitt Romney, because that's all they're exposed to."

SHANE MCKEON//THE SHAKERITE

Government teacher Kimberly Owens creates a political spectrum of her students every year using online questionnaires. Payne and Simske are two of the few conservative students, as most students fall to the political left. Read Owens' column about Shaker's political diversity on page 2.

Simske expressed a similar sentiment. "Everyone makes assumptions about my political beliefs, but they never seem to ask me what they actually are," Simske wrote in a Facebook interview.

Block says students on both sides are close-minded. "Closed-mindedness, in my opinion, stems from a basic human characteristic in which people sort of become emotionally attached to an argument," Block said. "And as soon as emotion joins into a factual argument, you run into the trouble of people putting up walls; that's where the closed-mindedness would stem from."

Block compared it to supporting a sports team against a rival, such as "the Browns and the Steelers."

One student spoke about political bias he perceives among some teachers. "I don't feel that they try to be very impartial," the student said. "I feel like a lot of the way students are taught at this school is from a very biased point of view. And I feel a lot of these teachers can do that because they're not contested," the student said.

"I feel it's safe to say the vast majority of teachers at this school are liberal. Also, I feel like they think they can teach the same way because the majority of the kids they are teaching are liberal as well. But then that further ostracizes the few of us that are not," the student said.

The student said this bias hurts all students, regardless of political orientation. "It's not fair to not just us conservatives, but it's also not fair to the liberals because you're not showing them the full picture," the student said. "I'm not saying my point of view is right, but everyone should have the opportunity to learn from it, or at least hear it out."

"It's not fair to not just us conservatives, but it's also not fair to the liberals because you're not showing them the full picture."

ANONYMOUS STUDENT

"Teachers try to be fair and balanced, but when you are teaching a class like APUSH or Econ it is hard for a teacher not to infuse his/her beliefs upon the class. So I would say that the teachers try their best to be unbiased," said senior Mia Wang, a Democrat. Wang mentioned Government teacher Kimberly Owens, who keeps her political affiliation from students until the course's end.

Principal Michael Griffith has received one complaint this year about a teacher's political bias in class. However, Griffith said he does not hear such complaints very often, and, as such, he does not think teacher bias is a major problem.

"Part of it is also a change in the approach to teaching, where it's [historically] been direct lecture," Griffith said. Now, he said, we're moving more toward discussion-based learning. "When we can actually talk back and forth about serious things, you're more likely to encounter more of these differences in perspective and thinking, and I'm glad we are. It's a good thing."

Block and Payne disputed the way AP U.S. History is taught. APUSH students have to read chapters from Howard Zinn's "A People's History of the United States" over the summer and during the course.

During the Second Red Scare, the FBI investigated Zinn for alleged affiliation with the Communist Party. Zinn denied being a member, and has since called himself "something of an anarchist, something of a socialist." The two said it was unfair to make students read such a liberal view of history.

"When I want to poke fun at Democrats, I call them socialists. But this guy actually is one! No joke!" Payne said. He jokingly added, "Where is my Rush Limbaugh book?"

"The more voices we can hear, the better. Textbooks, in general, attempt to be balanced, but might be a little bit conservative," AP U.S. History teacher Elizabeth Plautz said. "[Zinn] looks at history from a more common man experience. His political views — I don't care. Does it infuse some of his writing? Of course it does, everybody has a position . . . But we're giving our students an opportunity to view history through a different lens."

Regarding Zinn, Griffith said, "We have to be careful because if we're reading an author's viewpoint or perspective, it doesn't mean that we are promoting a particular viewpoint."

He noted that sophomores study the Bible's influence in literature. "We're not promoting a particular faith, we're trying to understand that particular perspective because those themes appear so frequently in other authors' writing, and there are illusions to them. And so understanding [the Bible] helps us understand other authors' perspectives better."

Griffith encouraged all students to be open-minded. "Learning is all about hearing alternative views and to try to understand them . . . and not toss them aside without serious consideration," Griffith said. "The saying goes 'Learning really begins at the edge of your comfort zone.' Well, if I'm never pushed there because everybody thinks alike, speaks alike, how far do I really get pushed?"

For now, however, Payne doesn't see many conservative students voicing their beliefs. "It just really is sad. At this time, I can count on one hand the number of kids who are very open about their beliefs that aren't considered the norm. One hand. That's sad. In a population of 2,000 kids, there are more than just the five of us," Payne said. "For a center and hub of change and open-mindedness, it's a sad thing."

Instagram Insanity: The Quest for Likes

WILL MCKNIGHT - PHOTO // CLARA MEDALIE - ILLUSTRATON

Senior band member Evan Seballos' photo appears in eight different filters. Instagram is now serving 150 million users with 55 million images uploaded daily. Instagram CEO, Kevin Systrom credits the app's success to mobile phones. Mobile screens restrict what can be done with a photo, yet also make posting a photo easy and accesible, according to Systrom. Instagram stresses quality of a photo over quantity.

Students say a perfect photo takes time, composition and a great setting

CLARA MEDALIE SPOTLIGHT EDITOR

"It takes me about an hour to do an Insta. I have to edit it, then go through my edits, and then I text them to my friend, who then picks out her favorite one because I want a second opinion. And then we'll talk about captions because captions make the Insta."

This is sophomore Bridget Mitchell's Instagram-posting process. It's no minor operation.

Back in 2010, Kevin Systrom and Mike Krieger invented the photo-sharing, and now video-sharing social media app. A matter of hours after the app's release, there were already thousands of downloads. From 25,000 users in the first day, to 300,000 in three weeks, to millions in months, the success of Instagram was almost instantaneous. Three years later, Facebook bought Instagram for $1 billion. Instagram isn't just taking over Shaker, it's taking over the world.

Instagram is all about sharing photos and videos. A key feature is the ability to apply a variety of filters to a selected photo or video. These filters range from black and white to an orangey tinge. Socially, the app allows the user to interact with friends by commenting and liking photos and videos.

That interaction is the root of the Instagram obsession. "I think everyone is a little Insta obsessed because it's a way to communicate and connect." senior Maggie Nace said.

As Instagram's popularity increases, the stress for the perfect photo heightens, according to Shaker students. "When I know I'm going somewhere where I can take a good picture a few days in advance, I won't post because I know that day I'll post. I'll purposely wear something that looks good so my Instagram looks good," Mitchell said.

Then comes the wait for likes. "I used to get really anxious, but now I don't get as anxious because I know I'll probably get a lot of likes on it," Mitchell said. She averages more than 100 likes per Insta, and her most-liked photo has 166 likes.

Senior Gyasi Calhoun obsesses over likes "up to the point where if I don't get 11 likes before 10 minutes I'll delete my photo."

What earns a photo likes? "I think it has to do with your wardrobe and how everything corresponds with a picture. Sometimes even why your posting," said junior Mariah Howard, whose most-liked picture has accumulated 286 likes. She noted that birthday and game-day Instagrams are popular. For some girls posting photos, "The less clothing the more likes," Howard said.

"I think everyone is a little Insta obsessed because it's a way to communicate and connect."

MAGGIE NACE

A hugely popular type of Instagram is the "selfie, " an Instagram self-portrait. "I'm not a selfie fanatic, but I do post selfies," Howard said.

According to a poll posted on shakerite.com to which 49 people responded, 47 percent claimed to have posted a selfie.

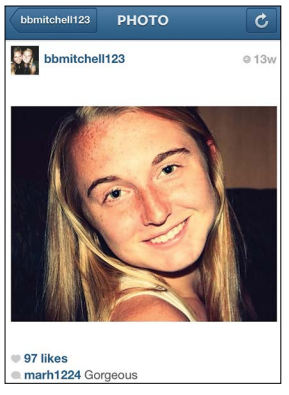
Nace said she likes when her eyes look really blue in hers. Then she said, "I'll put a lyric from either a popular song or a song I really like. It usually doesn't have to do with the selfie."

Creating an Insta-worthy photo is a more feminine, than masculine pursuit, according to Mitchell.

"I think that girls are a lot more Insta obsessed because it reflects on them and shows their social side. You want to Insta pictures of you being social so you seem social," she said. She thinks that boys just don't care as much.

While Instagram may be entertaining, it can take up valuable time. "I definitely check Instagram a few more times than I should," Nace said. "I try not to look at it in class, but I'll admit that I do. I could definitely be listening or doing work instead."

Thoughts on Instagram



"You want to Insta pictures of you being social so you seem social."

Bridget Mitchell

"I think it's easier for girls to get more likes."

Gyasi Calhoun

"I'm comfortable with selfies."

Mariah Howard

"I like when my eyes look really blue in [selfies]."

Maggie Nace

WILL MCKNIGHT//THE SHAKERITE

Science teacher Jon Rice helps a student during a chemistry class Oct. 16. Rice was selected in late September to succeed Mike Bartley as the new head coach of the Raider varsity hockey team. Rice will coach the defending state champion Raiders, who lost a talented crop of seniors earlier this year.

Rice Ready to Take the Reins

New coach spends time with the team, impressed with level of commitment

EVAN DUBAIL RAIDER ZONE EDITOR

Science teacher Jon Rice, now a few weeks into his tenure as head coach of the varsity hockey team, said he has settled into the role and has seen great dedication from the team in offseason workouts.

Rice was selected as the successor to Mike Bartley in late September.

"I've been impressed so far with the turnout. This season's captains' skates have had a great turnout in comparison to other years. The guys are great and they are committed," Rice said.

Asked about the transition from his role as an assistant to head coach, Rice said that while the title may be different, the mindset is the same. "I'll have different responsibilities now that I'm head coach. I'm the same person, though, and the players are the same, and the goals are the same," Rice said.

Rice is not overwhelmed by his new role. He is excited at the opportunity to replace Bartley, whom he believes has been central to the team's success.

"It is hard to picture Shaker Heights hockey without Coach Bartley on the bench. There are very few hockey players in Shaker who have not been on ice learning the game from him either at one of his hockey clinics, on the Mighty Mites team or on the high school team," Rice said in a Oct. 3 interview. "We won't have Coach Bartley this year, but we will have Shaker Raider hockey."

For the first time in 37 years, Bartley and his trademark red blazer, a staple in Thornton Park since 1976, will be absent from the bench with the coach's retirement from hockey. Bartley leaves the program with an all-time record of 640-346-36. The former coach holds four state titles and is the winningest high school hockey coach in Ohio history.

"We won't have Coach Bartley this year, but we will have Shaker Raider hockey."

COACH JON RICE

Bartley thinks Rice is a great choice. "Coach Rice has been a dedicated student of the game during his tenure as an assistant coach and is more than ready to become a head coach. As an educator he has the philosophy necessary to have a positive impact on the athletes and he will be an excellent role model. I am very pleased that the team will be in good hands," Bartley said.

For hockey players, the absence of Bartley may feel strange, they believe that the coaching change won't change the team's systems, attitude or goals.

Senior Emmett Sweeney believes the transition from Bartley to Rice will be smooth. "Since he's been in the program a while, it's unlikely that we'll have to change our systems and plays. That makes it a lot easier because I've been running those systems for three years. Coach Rice knows what he's doing," Sweeney said.

Senior Ryan LaMonica is pleased and relieved that a member of the Shaker program was chosen. "I'm very happy with Don [Readance]'s choice to stick with a coach already in the program . . . He's very aware of the routine Bartley ran last year, and I would much rather stick with what we know works than get a new coach who uses a completely different style," LaMonica said.

In terms of success this winter, Sweeney believes there will be little change from 2012. "With our schedule and the group of guys we have, I'm expecting a very successful season," Sweeney said. Rice will look to lead a new-look varsity squad that is without the senior class that helped it to win its fourth state championship. The former senior class, including captains John Longman, Jacob Shick and Connor Siwik, is considered to be one of the most talented groups to ever have gone through the Shaker hockey program.

Pregame Music Powers Raider Athletes

NED WEINGART STAFF REPORTER

Every athlete has a favorite inspiring, spine-tingling pump up song to listen to before games.

The Miami Heat duo LeBron James and Dwayne Wade both have pump-up playlists. Eighteen-time Olympic gold medalist Michael Phelps always wears his headphones before races. What makes these athletes turn to music to get them hyped for competition?

Some athletes, such as Phelps, use pregame music for a little extra motivation, while others use music to reduce pregame stress. Some athletes, such as junior hockey player Nathan Christman, use it to focus on the game at hand.

"We don't really have team music because it can distract some people," Christman said. "But almost everyone has their headphones on on the way to away games."

Christman said his pregame playlist includes Kanye West, Eminem, Kendrick Lamar and the Black Keys.

"My favorite album to listen to before games is 'El Camino' by the Black Keys, but I also like a lot of stuff from Kanye West's 'My Beautiful Dark Twisted Fantasy,'" Christman said. "One of my favorite songs is 'Till I Collapse' by Eminem."

The field hockey team takes a more collective approach to pregame music.

"Our mix includes everything from rap to pop," senior forward Lizzie Weingart said. "We always have team jam sessions on the way to away games."

Field Hockey's Warm-up Playlist

"We Can't Stop"
Miley Cyrus

"Royals"
Lorde

"Applause"
Lady Gaga

"Hall of Fame"
The Script

"Stronger"
Kanye West

"Wobble"
V.I.C.

"Holy Grail"
Jay-Z and Justin Timberlake

"Radioactive"
Imagine Dragons

Sophomore right back Kylie Boyle also agrees that the music is a major aspect for team chemistry.

"Dancing and singing while warming up is a lot fun," Boyle said. "It really gives us a feeling of unity."

The playlist is a staple in the team's pregame routine and is loved by the players.

"'Radioactive' by Imagine Dragons is my favorite song on the playlist," Weingart said. "But 'We Can't Stop' and 'Roar' are definitely the team's favorites."

"We love our pregame music," Boyle said. "It really gets us motivated and ready to win."

Facility Improvements Target Athlete Motivation

After district restoration of track, field, Readance notes tennis courts, Woodbury pool as next improvements

ALEX SMITH RAIDER ZONE EDITOR

Shaker has always emphasized the importance of academics over athletics, and rightfully so. However, recent athletic renovations suggest that the district is embracing the athletic talent found throughout the halls.

Three years ago, the appearance of Shaker athletics was an embarrassment. The football field was a constant puddle of mud, the weight room was falling apart and the track suffered from cracks and holes spread throughout. Not to mention, the scoreboards were illegible and sometimes useless.

Since that time, the district has taken massive strides to improve all of these areas, actions that Athletic Director Don Readance sees as "much needed and necessary."

Last season marked the first significant change in the Shaker athletic façade with the construction of the $1.8 million turf multipurpose field and renovated track, which set the tone for many other improvements.

Prior to the renovations, Shaker was unable to host track meets due to many bumps and holes in the track and the football team saw many delays and cancellations in their schedule.

"The main focus for the district in making these improvements was to provide a safe and appropriate surface for our student-athletes to perform on," Readance said.

"I have heard nothing but rave reviews and praise from visiting school spectators who love the whole stadium and how it fits into the surrounding area."

Along with constructing the new track and turf, the school also added a new digital scoreboard to the football field, and through fundraising, the baseball team added a new digital scoreboard to match.

All of these changes were very apparent to Shaker residents and guests, but the improvements did not stop there.

Moving into the 2013-14 school year, the school now boasts a renovated weight room floor and brand new weights to add to the blooming athletic façade.

"The weight room improvements will definitely draw more kids to put in that extra effort," wrestling coach and gym teacher Mark Enie said. "Everything can be nice and pretty, but it all depends on how you're using it and how hard you're working."

Shaker is land-locked and is therefore disadvantaged in terms of space compared to a larger athletic powerhouse school such as Mentor.

Enie believes that this limits the opportunities to truly improve the athletic setting. However, there are still repairs that can be made to the existing facilities.

"The facility that will probably require improvement next would be the tennis courts," Readance said. "There are areas on the courts that have cracks and need patching and a possible resurfacing of all the courts is possible as well."

"Everything can be nice and pretty, but it all depends on how you're using it and how hard you're working."

MARK ENIE

Readance also noted that the Woodbury Pool is always a target of improvement, and upgrades are being made step by step.

The improvements that Shaker is making are a step in the right direction in terms of athletic competitiveness; however, the district will always be based on their "academics-first" motto.

"Shaker will never be an athletic-based school and rightfully so," Enie said. "There just has to be constant up-keep and constant improvements to facilities just to keep them going . . . Some of our stuff is very impressive."

ATHLETIC
RENOVATIONS
"The recent improvements to our athletic facilities will pay off for years. It shows students, athletes, the community, and the overall district that the investment we make in the development of the students will not only impact them academically but athletically as well."
STUART GILBERT, PHYSICAL EDUCATION DEPARTMENT CHAIR
1
2
3
AT BAT
BALL
STRIKE
OUT
THE DECREPIT GRASS FOOTBALL FIELD WAS REPLACED BY A SYNTHETIC TURF FIELD.
THE NEW DIGITAL SCOREBOARD REPLACED THE MALFUNCTIONING AND ILLEGIBLE SCOREBOARD.
THE ERODED, 14-YEAR OLD WEIGHTROOM FLOOR WAS UPGRADED TO THICK RUBBER FLOORING.
•Completed in August, 2012
•The turf allows for over 80 additional games throughout all Shaker sports, and practice time for all field sports as opposed to just football.
•New soccer, field hockey, and lacrosse nets were all purchased and the football goal posts were upgraded.
•The disintegrating track was resurfaced and replaced by a thicker, polyurethane track.
•The tattered, rusting chain link fence was upgraded to a painted rod-iron fence
•The full project cost $1.6 million to complete, and is financed through the district.
• The new scoreboard provides inning-by-inning run count, an at-bat indicator as well as the conventional ball and strike count.
• The scoreboard cost $9,000, and was fully financed by fundraising through the baseball program.
•The new floor provides grip, as well as "drop-zones" or individual lifting stations that are marked on the floor.
•A new set of dumb bells replaces the rusting set, and a digital wall timer was installed so student-athletes are able to monitor their own times.
•Financed by the district through the "Capital Improvement Fund".

JOSH JACOBS//THE SHAKERITE

WILL MCKNIGHT//THE SHAKERITE

The new glossy weight room floor replaces the worn 14-year-old floor. It is joined by a new set of dumb bells as well as a digital timer. "The climate and the investment into it will pay off for years," Physical Education Department Chairman Stuart Gilbert said.

WILL MCKNIGHT//THE SHAKERITE

Junior forward Kasidy Anderson brings the ball up field in Shaker's 2-1 overtime win against Bishop Watterson Sept. 28. The team's camraderie and talent proved a lethal combination, as the Raiders finished their regular season 12-0 and were seeded first in the NEO playoffs.

Field Hockey Sets Trend, Finishes 12-0

An undefeated regular season and first-round playoff win made field hockey the class of the fall sports squads

EVAN DUBAIL AND ALEX SMITH RAIDER ZONE EDITORS

The 2013 Raider field hockey squad finished the regular season with an unblemished 12-0 record; their success proved the most impressive of the fall sports teams.

At press time, the top-seeded Raiders had reached the second round of the playoffs by defeating the Kent Roosevelt Rough Riders 1-0 Oct. 17 at Russell H. Rupp stadium.

The Raiders beat their fiercest rival, the Hathaway Brown Blazers, for the first time since 1996 by a score of 1-0 in the final game of the regular season. This accomplishment helped the team erase the lingering stress from their loss to the Blazers in last season's district final.

Despite the loss of a host of talented seniors, including Division 1 recruit Kendal Anderson, who currently plays for Michigan State University, the Raiders improved their record and defeated top area teams. Early in the season, Shaker beat the Hudson Explorers, and soon after defeated the Stow-Munroe Falls Bulldogs. Both wins tallied a score of 4-1.The Raiders' biggest win came against the Hawken Hawks in a 7-0 rout.

Much like the field hockey team, the majority of the other fall sports squads have experienced success in the past few months.

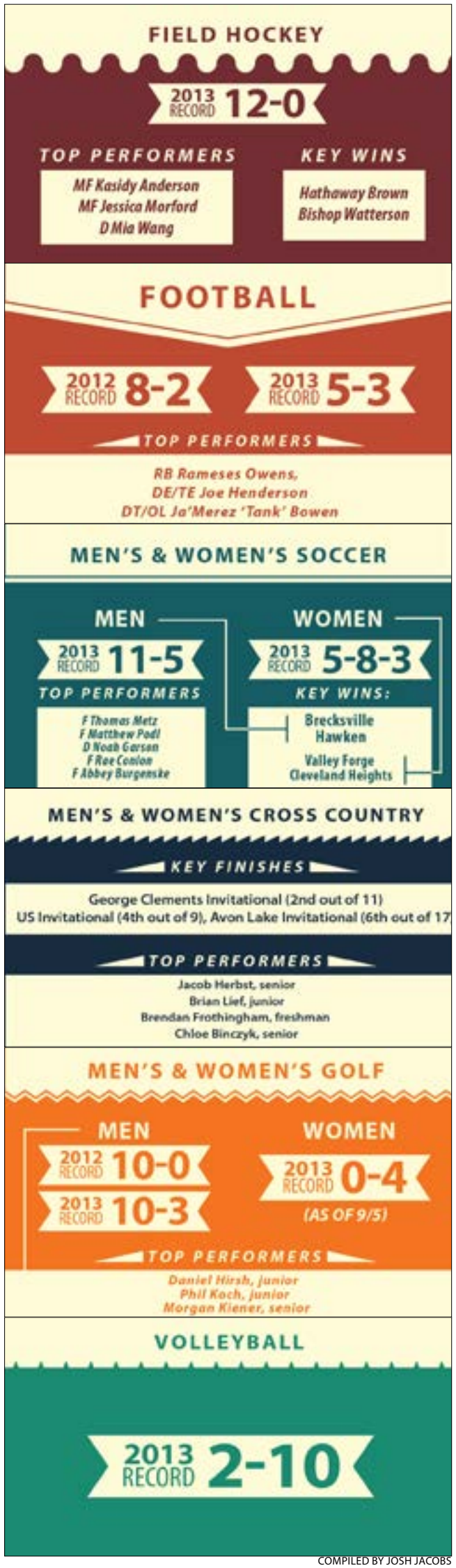
The varsity football team entered the eighth week of the season at 5-2 and ranked 17th by the Plain Dealer. After suffering two consecutive losses to Stow-Munroe Falls and Mentor, the Raiders defeated the Medina Bees 50-30 in the homecoming game. With nine Division I recruits, Shaker came into the season with high expectations, but the two big losses have all but shattered the team's hopes of contending for a playoff spot at season's end.

The men's soccer team finished the regular season at 11-5, suffering two one-goal losses to Berea and Medina. They were successful in the NOC with a record of 4-1, an improvement from their 2-1-2 finish in 2012. The Raiders did suffer a tough loss to Mentor in an away game, but are hopeful they will get a chance to even the score with a win versus the Cardinals in the playoffs. They will play their first playoff game at home Saturday Oct. 19 against Chardon.

"Injuries really kept us from performing to our full potential this year," senior forward Thomas Metz said. "But our main goal of winning districts is still very reachable, so I wouldn't consider this to be an unsuccessful season."

The women's soccer team didn't see the same success, finishing 5-8-3 during the regular season. A highlight came in a 4-2 win over Cleveland Heights, in which the team's leading scorer, junior Rae Conlon, led the attack. They defeated Valley Forge 3-1 in the first round of the sectional playoffs Oct. 14 and were ousted Oct. 17 by North Royalton in a second round 4-0 loss.The men's and women's golf teams saw contrasting success in the 2013 season. The men, led by junior Daniel Hirsh, played their way to an impressive 10-3 record, while the 0-4 women's team didn't see the same success.

Fall Sports Recap At a Glance



COMPILED BY JOSH JACOBS

COMING SOON...

The newly designed

SHAKERITE APP

optimized for iOS 7

Follow *The Shakerite* on Twitter to learn when the app goes live!

@The_Shakerite

FREE IN THE APP STORE!

The Meh List

Nickelback
Miley Cyrus
New iPhone
Advisory period
Ted Cruz
Seniors
Outdoor learning
Tampa Bay Rays

The Mehst of the Mehst

SLO tests

AP Reforming Curriculum

SHANE MCKEON PRINT EDITOR IN CHIEF

Recently, the College Board has begun reforming its Advanced Placement curriculum. The new curriculum seems more like the International Baccalaureate curriculum than ever before.

In January 2011, the New York Times reported, "The goal is to clear students' minds to focus on bigger concepts and stimulate more analytic thinking. In biology, a host of more creative, hands-on experiments are intended to help students think more like scientists."

Bigger concepts, analytic thinking, more hands-on experiments? This is totally IB.

IB's Diploma Program also encourages "the concurrent study of a broad range of academic areas." One such area is a second language, wherein students can take the fourth section of their current language -- for example, Spanish IV -- or a new language's first section -- for example, German I. These first-section options are called ab initio courses.

IB's emphasis on global thinking threatens AP's long-established monopoly on world language courses.

To compete with IB's ab initio language classes, beginning next year, the College Board will offer AP Spanish, French and German a la mode.

"We're terrified. We've been losing students left and right to the IB program, and it's time to recognize that this is where education is moving," Advanced Placement Chancellor Bob Nice said.

This new change will come in many flavors. Spanish will include chocolate ice cream, French, vanilla ice cream (appropriately) and German, strawberry ice cream.

"AP students make fun of IB a lot, but that's mainly because the AP kids are jealous of how much more recognition and attention the IB kids receive. And also how many more 5.0 class credits they earn," Nice said. "Hopefully, these classes will make AP students less whiny. I mean, how could it not? Ice cream!"

Heard in the Halls

"Save that banana for eating!"

Oct. 4, 3:01 p.m., room 104

"The word's gotten out that we got new beanbags."

Oct. 11, 11:27 a.m., library

One Page

THE SHAKERITE

District Cracks Down on Headphones

SHANE MCKEON PRINT EDITOR IN CHIEF

Due to a new district policy, security guards will now confiscate more student headphones in an attempt to curb assault, fighting, arson, tax evasion, plagiarism and thoughtcrime.

"It seemed obvious to us," District Head-Honcho of Security George Hatch said. "From underage drinking to fighting, all rule-breaking students use headphones. Therefore, headphones must be the problem."

However, students hate the new policy. "These policies hurt rule-abiding students who just want to listen to music," senior Mitch Rhombus said.

"This solves nothing. It seems like the district is finding an easy, irrational solution just to say they've found a solution, and I think that's unfair to the student body, especially in a school that preaches individual responsibility," Rhombus said. "Also, I just really want to listen to 2 Chainz on my way to class -- is that too much to ask?"

English Town or Shaker Street?

All of the names below are towns in England; however, only seven of them are streets in Shaker Heights. Name the streets!

Brighton	Chesterfield	Enderby
Dorchester	Whitby	Framlingham
Sherrington	Warrington	Ramsgate
Eastbourne	Broxton	Litchfield

The seven Shaker streets: Litchfield, Broxton, Brighton, Sherrington, Dorchester, Enderby, Warrington. **Not Shaker streets:** Framlingham, Whitby, Ramsgate, Chesterfield, Eastbourne

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